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ABSTRACT
Management development and supervisory training are covered in this 210-item annotated bibliography. Bibliographies and other information sources are listed, followed by studies on such background considerations as training needs and interests, career patterns, learning behavior and achievement, and program planning. Works on human relations training, group training, simulation, and other methods and techniques appear next. Program descriptions and evaluations, evaluation procedures, academic programs, surveys of training in the United States and abroad, and American and British course directories are also treated. The document includes a list of publications of the ERIC Clearinghouse on Adult Education, notes on availability, and the ERIC Document Reproduction Service order form. (ly)

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MANAGEMENT DEVELOPMENT AND SUPERVISORY TRAINING

Current Information Sources, No. 26

November 1969

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A B S T R A C T

Management development and supervisory training are covered in this 210 item annotated bibliography. Bibliographies and other information sources are listed, followed by studies on such background considerations as training needs and interests, career patterns, learning behavior and achievement, and program planning. Works on human relations training, group training, simulation and other methods and techniques appear next. Program descriptions and evaluations, evaluation procedures, academic programs, surveys of training in the United States and abroad, and American and British course directories are also treated. The document includes a list of ERIC/AE publications, notes on availability, and the EDRS (ERIC Document Reproduction Service) order form.

November 1969

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MANAGEMENT AND SUPERVISORY-DEVELOPMENT, CIS - 26

This bulletin contains abstracts of 210 documents related to the education and training of managers and supervisors which have entered the ERIC Clearinghouse on Adult Education files in the past fifteen months. Two similar publications, listed on page one, contain abstracts of 61 additional items, carrying the publication record back to about the middle of 1966.

Many of these documents have been announced in the monthly issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE) and you can keep up to date regularly scanning these two basic catalogues of the ERIC collection. One purpose of this series is to save time and effort in making retrospective search through RIE and CIJE. All documents we judge relevant to the subject are included here, regardless of which of the 19 Clearinghouses may have entered it into the ERIC system, and this bibliography, together with the two previous ones in this series, carry the record through the October 1969 issue of RIE and the August 1969 issue of CIJE.

Those documents with "ED" numbers are available in inexpensive hard copy or microfiche reproductions from the ERIC Document Reproduction Service (EDRS). Those with "AD" numbers may be obtained from the Federal Clearinghouse (CFSTI). Order information is provided for hard copy or microfilm reproductions of dissertations from University Microfilms. Please read carefully the note on availability of documents.

All other documents are from standard published books or journals which may be found in your library or ordered from the original source. Documents are available from the ERIC Clearinghouse on Adult Education. Do, however, ask our help as a last resort, should you encounter some harrowing difficulty in obtaining important documents.

What is management development? We make no effort to cover some of the wide-ranging topics (e.g. motivation through incentive schemes or compensation, mobility or workers, etc.) often implied by this term; neither do we cover the immense literature on how to manage or supervise. The documents listed here relate mostly to organized programs of education and training of managers and supervisors.

We have roughly sorted the documents according to the categories in the table of contents but advise scanning widely, if your interests are broad.

I. INFORMATION SOURCES

MANAGEMENT DEVELOPMENT, Current Information Sources No. 5. ERIC Clearinghouse on Adult Education, Syracuse, New York. November 1967. 17p. EDRS Order Number ED 013 430, price in microfiche $0.25, in hard copy $0.95.

This annotated bibliography on management development contains 28 indexed items, many with abstracts, in such areas as human relations and leadership training, program planning and evaluation, business games, discussion group behavior, and company and university sponsored programs. Also included are comparative studies of programs and methods in several countries.

MANAGEMENT DEVELOPMENT, Current Information Sources No. 17. ERIC Clearinghouse on Adult Education, Syracuse, New York. March 1968. 23p. EDRS Order Number ED 016 927, price in microfiche $0.25, in hard copy $1.25.

This annotated bibliography on management development contains 33 indexed items with abstracts, in such areas as leadership training, program planning and evaluation, human relations and laboratory training. With one exception, all the documents are from 1966 and 1967.

CONTINUING EDUCATION IN THE PROFESSIONS, Current Information Sources No. 4. ERIC Clearinghouse on Adult Education, Syracuse, New York. November 1967. 14p. EDRS Order Number 014 026, price in microfiche $0.25, in hard copy $0.30.

An annotated bibliography contains 21 indexed entries, mostly with abstracts, on such aspects of professional continuing education as medicine, law, management development, theological education and postoral counseling, vocational counseling, social work, and extension work, together with participation, motivation, educational needs, educational methods and media, and career opportunities for college trained women.

A REVIEW OF CONTEMPORARY MILITARY TRAINING RESEARCH--THE STATE OF TRAINING TECHNOLOGY AND STUDIES OF MOTIVATION AND ATTITUDES IN LEARNING (In PSYCHOLOGICAL RESEARCH IN NATIONAL DEFENSE TODAY, edited by J. E. Uhlaner, pages 48-94). Crawford, Meredith P. and Eckstrand, Gordon, U.S.Army, Washington. Behavioral Science Research Laboratory. June 1967. 47p. Part Two of AD-661-301, is available from the Clearinghouse for Federal Scientific and Technical Information, price in microfiche $0.65, in hard copy $3.00.

Part of a larger review of recent psychological research relating to national defense, this section covers studies on training for leadership, command, and team functions, and on the effects of psychophysiological factors on military performance. S udies in the first chapter of this section are divided between interpersonal aspects (leadership) and organizational and technical responsibilities, and are subdivided into research and development and by commissioned and noncommissioned officer personnel. The other chapter, largely an overview of the current state of training technology, presents studies on the determination of training objectives and requirements, development of training environments (application of training principles, training media, simulators, programmed instruction, computer assisted instruction), evaluation techniques (criterion referred measures and the problem of forming proficiency measures),

and promising areas for research. The document includes a diagram and 125 references.

RESEARCH AND DEVELOPMENT IN TRAINING MOTIVATION AND LEADERSHIP, WORK PROGRAM FOR FISCAL YEAR 1968. George Washington University, Washington, D.C. HumRRO Clearinghouse for Federal Scientific and Technical Information, price in microfiche $0.65, in hard copy $3.00. 30 June 1967. 133p. AD-660-791.

The fiscal year 1968 work program for the Human Resources Research Office (HumRRO) of George Washington University will provide for basic and applied research, continuation of a technical advisory service for helping to solve problems related to the HumRRO missions, and the careful exploration of areas likely to contain significant problems amenable to research. The objective is to develop means and procedures for efficient acquisition and retention and maximum utilization of required military knowledge and skills. Six work areas comprising about 40 work units or types of Army activity will be dealt with--individual training and performance (47 percent of the total work effort), unit training and performance (six percent), training for leadership, command, and control (12percent), language and area training (12 percent), training technology (20 percent), and training management (three percent). Basic research on selected problems in the psychological and social sciences will comprise five percent of the total effort. (The document includes six indexes.)

EDUCATION AND TRAINING FOR EFFECTIVE MANPOWER UTILIZATION; AN ANNOTATED BIBLIOGRAPHY ON EDUCATION AND TRAINING IN WORK ORGANIZATIONS. BIBLIOGRAPHY SERIES, 9. Mesics, Emil A. New York State University, Ithaca. School of Industrial and Labor Relations at Cornell University. March 1969. 165p. Available from Distribution Center, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850, price $2.50.

Designed as a ready reference source on training practices and theories in work organizations, this annotated bibliography cites 109 items on general aspects of training (including the historical development of training and the identification of needs), followed by eleven bibliographies and by over 600 other works on manual and clerical skill training, technician and engineering training, supervisory training in industrial and clerical settings, organizational planning and management development, specific training methods and techniques, audiovisual aids, manpower planning and development, the evaluation of training programs, and United States Manpower policy. An author index and a periodical and publisher index also appear.

PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS: PERSONNEL BIBLIOGRAPHY. SERIES NUMBER 18. United States Civil Service Commission, Washington, D.C. 1966. 91p. EDRS Order Number ED 029 202, price in microfiche $0.50, in hard copy $4.65.

This annotated personnel bibliography on planning, organizing, and evaluating training programs covers the following areas: Training Programs and Activities in the Federal Government; Philosophy, Policies, and Objectives of Training; Organization of Training; Program Development and Implementation; Determining Needs for Training; Evaluation of Training; Surveys of Training Programs and Activities in Business and Industry; Training Programs and Activities in the Public Service; and Selected Research Studies on Training. The first area includes overviews of Federal agency activities, program development and ad-

ministration, training methods, program evaluation, internship programs, and legal background and history.

SELECTED BIBLIOGRAPHIES COVERING TWENTY-SEVEN TRAINING SUBJECTS. American Society of Training Directors, Madison, Wisconsin. 1961. 96p. American Society of Training Directors, 2020 Madison Avenue, Madison, Wisconsin 53711. Price $2.00 to members, $4.00 to nonmembers.

Selected bibliographies of books and articles that were helpful to training men faced with practical problems were compiled by the members of the American Society of Training Directors who served as Training Brokers for the Training Trading Post Session of the 17th Annual Conference (1961) of the Society. They are arranged under the topics--appraisal, case study, communication, computer programmer, cost reduction, creative thinking, job instructions, leadership, listening, need finding, performance standards, presupervisory, role playing, sales, sensitivity, simulation for training (business games), supervisory, teaching machines, training manuals, university management programs, visual aids, and writing. Most of the material cited was published in the 1950s.

RESEARCH INFORMATION SOURCES IN TRAINING, A COMPREHENSIVE SURVEY OF PRESENT AND PLANNED RESOURCES (In TRAINING AND DEVELOPMENT JOURNAL 21(11)2-8, November 1967). Whitlock, Gerald H. November 1967. 9p.

This article lists the major sources of information regarding research, completed and ongoing, in the field of manpower training and development. Most extensive information services both for completed reports and reports of research in progress have been automated. Perhaps the most extensive abstracting service devoted to training is the "CIRF Abstracts," which provide French and English abstracts of research reports from worldwide sources. The newest information system in this country is the Educational Resources Information Center (ERIC) of the Office of Education, which publishes a monthly "Research in Education" and includes a network of 18 clearinghouses. The Clearinghouses for Adult Education at Syracuse University and for Vocational and Technical Education at Ohio State University are the most pertinent to manpower training and development. Other sources include the Clearinghouse for Federal Scientific and Technical Information, Training Research Abstracts, Psychological Abstracts, Review of Education Research, Poverty and Human Resources Abstracts, Dissertation Abstracts, and Science Information Exchange (for research in progress). Most of the current information on training appears in 51 periodicals, which are listed.

TRAINING AND DEVELOPMENT HANDBOOK. Craig, Robert L., ed. and Bittel, Lester R., ed. American Society for Training and Development, 1967. 650p. McGraw-Hill Book Company, New York, New York.

To provide a broad reference source, from the viewpoint of the employer organization, for those responsible for developing human resources in any organization, this handbook includes materials for the sophisticated manager of a large training staff as well as the fundamentals of training for the beginning or part-time trainer. The levels of training covered range from apprentices to top executives. Chapters are--The evolution of training, Determining training needs, The learning process, Testing for training and development, Evaluation of training, Job instruction, Coaching, The lecture,

Conference methods, Case method, Role playing, Programed instruction, Human relations laboratory training, Management games, Related reading, Correspondence study, Training aids, Supervisor development, Management development, Vocational and technical education, Training facilities, Use of consultants, Universities and their extensions, Special programs, Scientific and technical personnel development, Organization of training, Selecting and organizing the training staff, Trainer education and training, Planning and scheduling, Budgeting and controlling training costs, Training records and information systems, and Legal aspects of training. AC 001 823

THE INDUSTRIAL TRAINING YEARBOOK 1967-68, A COMPREHENSIVE GUIDE FOR TRAINING OFFICERS AND THEIR MANAGEMENTS. Kogan Page, Ltd., 22 Gray's Inn Road, London W.C.2, England. 1967. 500p.

Contents of the British industrial yearbook for 1967-68 appear in 12 sections. Section 1 reviews the present industrial situation, including the aims of the Industrial Training Act of 1964. Section 2 covers the training of operatives, craftsmen, technicians, technologists, commercial and clerical workers, supervisors and managers, and trainers. Sections 3 and 4 indicate the components and activities of the Ministry of Labour, the Central Training Council, and the Industrial Training Boards. Provisions for further education under the Department of Education and Science and the Scottish Education Department are outlined in Section 5. The following two sections deal with non-university further and higher education examining bodies and their courses, and with college and university courses related to industrial training. Sections 8 through 11 list professional and qualifying bodies, information and consulting services, educational resources and media, and sources of training aids. The last section contains a diary of events of general industrial training interest during 1967 and 1968. Also included are two indexes. AC 001 918

EDUCATION WITHIN INDUSTRY. THE WORLD YEAR BOOK OF EDUCATION, 1968. Lauwerys, Joseph A. and Scanlon, David G., Editors. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017. 1968. 396p.

Essays in this international yearbook examine the past and present interests of governments, industry, and the economy in the education of workers, managers, engineers, and citizens. Economic, industrial, sociological, and other theoretical aspects of education within industry are discussed. Next come national and historical studies of the role of industry in vocational education and training in France, West and East Germany, the Netherlands, the United Kingdom, the Soviet Union, Nigeria, Zambia, India, Japan, Mainland China, Brazil, Venezuela and the United States. Case studies of programs arranged by companies, work organizations, and local and regional training centers are presented from most of the above named countries and from Congo (Kinshasa), Guyana, Jamaica, and Mexico. A need is seen for a coordinated system of national policies on vocational guidance, recruitment, preoccupational training, inservice training and examinations for selection and qualification. AC 003 859

THEORETICAL ASPECTS OF VOCATIONAL AND INDUSTRIAL TRAINING. Lauwerys, Joseph A. and Scanlon, David G., Editors. Section I of the WORLD YEAR BOOK OF EDUCATION, 1968; Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017. 1968. 87p.

Part of a special yearbook on education within industry, this section introduces the issues and topics of the work as a whole, then presents theoretical

essays on technological change, educational planning, on the job training and management development, productivity and economic progress, relationships between industry and public education, and sociological aspects of vocational training. Major postwar public documents are listed concerning technical education and apprenticeship throughout Europe and in Canada and the United States. AC 003 860

INDUSTRIAL EDUCATION AND TRAINING--AND THE EMPLOYER. Lauwerys, Joseph A. and Scanlon, David G., Editors. Section III of the WORLD YEAR BOOK OF EDUCATION, 1968. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017 1968. 142p.

Part of a special yearbook on education and training within industry, this section contains 18 case histories arranged by categories, organizations, and local and regional training centers. The following are described: programs in Alcan Jamaica Limited, the Guyana sugar industry, and the Zambian copper mining industry; management and agricultural development in Congo (Kinshasa); agricultural education in Great Britain; business education at the Ford Motor Company (Great Britain); retail trades and technical education in East Germany; training at the Moscow Light Car Plant; adult basic education in Yangyi Commune, China; General Motors education and training; an experimental program by a Mexican chemical firm; management training in an Indian textile firm; manpower development in an Indian and a Japanese steel firm; changes in the highly comprehensive Philips programs; education in production engineering within International Telephone and Telegraph; and the regional study and training center serving southeastern France. Charts and tables are included. AC 003 862

TRENDS IN TRAINING--SIX YEARS OF CIRF ABSTRACTS. International Labour Office, Geneva (Switzerland). 114p. In Training for Progress v6 n2-4 p1-110 1967. EDRS Order Number ED 022 052, price in microfiche $0.50, in hard copy $5.80.

This issue of "Training for Progress", a bulletin published four times annually, surveys the principal lines of thought and action in vocational education as seen through "CIRF Abstracts". An introductory editorial describes the development of "CIRF Abstracts" from its emergence in 1961. The following chapter headings are indicative of the development described: (1) "Economic, Social, and Technical Aspects," (2) "Systems and Organization of Education and Training", (3) "Vocational Orientation, Guidance and Selection", (4) "Supervisors and Technicians", (5) "Teaching and Instructing Staff", (6) "Training Methods and Teaching Aids". A bibliography of 539 abstracts is included.

INDUSTRIAL TRAINING RESEARCH REGISTER. Great Britain, Ministry of Labour, London (England). March 1967. 130p. EDRS Order Number ED 015 373, price in microfiche $0.75, in hard copy $6.60.

In this classified register of current and recently completed studies of industrial training in Great Britain, individual projects are arranged by the item number judged most important, and the numbers of other relevant industrial research projects are inserted at the end of each section to provide cross references. Descriptions include the title and wherever possible, a short summary of objectives and procedures, the time and place of the research, the principal researchers, and the sponsoring organization. National aspects (government reports, manpower policy and planning, legislation), components of the educational system, work environments (including the effects of organ-

izational climate and automation), training specialists and their activities, means of identifying training needs, types of trainees and the selection and recruitment of trainees, administrative aspects (types of training, objectives, facilities, scheduling subject content) training methods and learning aids, and evaluation techniques are the broad categories represented. (Also included are a subject index and the addresses of research organizations and industrial training boards).

STUDIES AND REPORTS RELATING TO TRAINING AND EDUCATION, FY 1968. United States Civil Service Commission, Washington, D.C., Bureau of Training. February 1969. 111p. EDRS Order Number ED 028 341, price in microfiche $0.50, in hard copy $5.65.

The 1968 directory of Federal training and education programs has been compiled to encourage wider use of findings by other agencies, to avoid duplication of research efforts, and to stimulate experimentation needed to keep pace with technological progress. Federal agencies report both completed and in-progress studies and include such agencies as Agriculture, Civil Service Commission, Defense, District of Columbia, Health, Education and Welfare, Interior, Justice, Post Office, Transportation, Treasury, and Veterans Administration. Agencies have used their own resources and personnel to perform these studies. The studies were designed to determine needs for training; develop training programs for effective manpower utilization; and to evaluate specific training programs and particular training methods. Each of the 95 studies reported includes a brief description of the study, performing organization and author, contact for further information, or availability of publication information. Studies are indexed alphabetically.

SPECIAL EDUCATION. Alexander-Frutschi, Marian Crites, Editor. Stanford Research Institute, Menlo Park, California. International Development Center; Section 7 of HUMAN RESOURCES AND ECONOMIC GROWTH, edited by Marian C. Alexander-Frutschi. 1963. 52p. EDRS Order Number ED 023 021, price in microfiche $0.25, in hard copy $2.70.

As part of an annotated bibliography on human resource development through education and training, this section contains references to literature on adult and fundamental education, literacy education, community development, cooperative education, extension work, rural education, supervisory and managemtn education, and vocational and industrial training. Most references are dated 1949-61. Programs in developing nations and ideas adaptable to newly industrializing areas are emphasized.

TRAINING AND DEVELOPMENT JOURNAL. American Society for Training and Development, Madison, Wisconsin. 1947 Monthly.

Articles and book reviews dealing with education and training to better utilize available manpower in business and industry are presented monthly. Most articles report and evaluate programs already carried out, with implications for further application in other companies. The journal is published by the American Society for Training and Development, Inc. Subscriptions should be sent to James W. Pearson, ASTD Executive Directo , 313 Price Place, P.O.Box 5307, Madison, Wisconsin 53705. Annual subscription for nonmembers

$12.50; for members $10.00. Single copies $1.75. Volume 11, Number 3. AC 003 271

TRAINING FOR PROGRESS. International Labour Office, Geneva (Switzerland). CIRF. 1962. Quarterly.

The periodical covers vocational training practices--a specialized service of the International Labour Office for administrators, training officers and other persons interested in an international exchange of experience in the field of vocational training. It is published four times a year in English and French by CIRF Publications, ILO, CH-1211, Geneva 22, Switzerland. Subscription rates are $2.80 for the journal, $8.00 for the CIRF Abstracts, and $10.00 for a combined subscription. Volume 5, Number 2-3, 1966.

OCCUPATIONAL PSYCHOLOGY. National Institute of Industrial Psychology, London, (England). 1922. Quarterly.

The development of occupational psychology in Great Britain is the aim of this scientific organization. Articles focus on human performance in industry and occupational environment. Published by the National Institute of Industrial Psychology, 14 Welbeck Street, London, W.1, England. The journal appeared from 1922-1931 under the title JOURNAL OF THE NATIONAL INSTITUTE OF INDUSTRIAL PSYCHOLOGY, and from 1932-1937 as HUMAN FACTOR. Yearly subscription, 40 shillings in England and the Continent, 50 shillings overseas. Volume 40, Number 1, January 1966.

BACIE JOURNAL. British Association for Commercial and Industrial Education, December 1966. Quarterly.

This publication focuses on training needs, new courses, methods and programs, aiming to set improved standards and promote excellence in the field of training in business and industry. Published by the British Association for Commercial and Industrial Education, 16 Park Crescent, London W1, England. Quarterly journal. Single issues seven shillings and sixpence. Volume 20, Number 4, December 1966.

ILO PANORAMA. International Labour Office, Geneva (Switzerland). Public Information Branch. Semimonthly.

This publication surveys the activities of the International Labour Organisation, an intergovernmental agency associated with the United Nations. Its functions include building up a code of international law and practice, providing technical assistance under the United Nations Development Programme, the ILO's Regular Budget programs, and Funds in Trust, and activity in manpower organization(including vocational training), productivity and management development, cooperation and handicrafts, social security and labor conditions, and administration. The journal is published six times a year by the Public Information Branch of the International Labour Office, Geneva 22, Switzerland. Number 23, March-April 1967.

II. MANAGEMENT THEORY, LEADERSHIP STYLES

LIFE CYCLE THEORY OF LEADERSHIP. Hersey, Paul, and Blanchard, Kenneth H. In Training and Development Journal v23 n5 p26-34, May 1969.

Task and relationships have long been recognized by management theorists as important dimensions of leader behavior, but the differences between these dimensions and among leadership styles seems more semantic than real. In spite of such attitudinal models as the Management Grid and behavioral models like the Ohio State Model (Initiating Structure and Consideration), empirical studies tend to show that there is no single normative (best) style of leadership. In the Life Cycle theory of leadership, the possibility has been suggested of a curvilinear, rather than a simple linear, relationship between Structure and Consideration and other variables, with four quadrants to illustrate different combinations. As individual or group maturity (independence, achievement motivation ability to take responsibility) increases, appropriate leader behavior would require steadily decreasing structure (task) and social and emotional support (relationships). This model is applicable to parenthood and higher education as well as managerial settings. However, change from quadrant 1 to quadrants 2, 3 and 4 must be gradual, a result of planned growth and of mutual trust and respect. (Four figures and 23 references are included.) AC 004 268

THE MANAGERIAL GRID; KEY ORIENTATIONS FOR ACHIEVING PRODUCTION THROUGH PEOPLE. Blake, Robert R. and Mouton, Jane S. January 1968. 351p. Available from Gulf Publishing Company, Box 2608, Houston, Texas 77001.

The Managerial Grid arranges a concern for production on the horizontal axis and a concern for people on the vertical axis of a coordinate system: 1,1 shows minimum concern for production and people; 9,1 shows major production emphasis and minimum human considerations; 1,9 shows maximum concern for friendly working conditions and minimum production emphasis; 5,5 shows adequate production and satisfactory morale; and 9,9 shows major concern for people and production. Most American managers are 5,5, but the ideal, the 9,9 Management, encourages teamwork and mutual respect, learns from mistakes, has a sense of directed commitment, and does not use facades. A study of 716 members of one organization showed that career accomplishment, the more likely that the approach is 9,9 and 9,1. To approach a 9,9 goal, a long term effort should be made with Managerial Grid, Laboratory-Seminar training, team development, horizontal and vertical organizational relationships, organization improvement goals, goal attainment, and stabilization. An experiment now in its fifth year in an industrial plant of 2,400 implemented these suggestions and made considerable tangible and intangible gains. (Extensive references are included.) AC 002 981

THE MANAGERIAL GRID. Brolly, Max. In Occupational Psychology v41 n4 p231-37 1967.

Discusses the managerial grid and 5 broad types of managerial style: (1) management; (2) efficiency in operation; (3) consideration of workers' needs; (4) "balancing the need to achieve production with the need to maintain morale at a satisfactory level"; and (5) fostering a commitment to organization

among workers. Also a managerial grid seminar is described. Of 64 managers attending the seminar, 14 were the senior men in their companies; the majority of the remaining 50 were at the Board level. Results from a questionnaire indicate that 37 were enthusiastic about incorporating the organization development program in their own companies, 2 were not as enthusiastic but would not oppose a contrary majority view, 2 were opposed, and 7 were undecided. AC 004 607

EXECUTIVE LEADERSHIP AND DEVELOPMENT (In INDUSTRIAL PSYCHOLOGY by B. von Haller Gilmer and others. New York, McGraw-Hill, 1966. p228-253.) Hilton, Thomas L. 1966. 27p. EDRS Order Number ED 016 880, price in microfiche $0.25, in hard copy $1.45.

This chapter from a larger work on industrial psychology discusses leadership stereotypes and conceptions, empirical evidence of actual leadership functions, the selection of potential executives, and methods of executive development. The major problem of leadership is to create situations in which followers willingly accept the leader as their agent in cooperative endeavor. However, existing selection methods (including situational testing), formal job descriptions, and surveys of the duties and the dimensions of the typical executive do not necessarily provide valid measures of effective executive behavior. Moreover, individual leadership must fit the task and the environment. Intelligence self-confidence, sociability, persistence, initiative, ambition, and dominance are key personal attributes. The primary elements in the training and development of potential executives appear to be work assignments and the candidate's immediate superior. (The document includes suggested readings, examples of the use of residential and other university programs, and a structural diagram of the intraorganizational conference group method for training through active decision making.)

LEADERSHIP SKILLS AND EXECUTIVE DEVELOPMENT, LEADERSHIP MYTHOLOGY VS. LEARNABLE SKILLS (In TRAINING AND DEVELOPMENT JOURNAL, v22 n4 p29-36, April 1968). Sheriff, Don R. April 1968.

A review of the literature reveals that skills of effective leadership include the ability to work with -- (1) methods, processes, procedures, and techniques, (2) people, and (3) ideas and abstractions. Of the six characteristics of successful management, intelligence (especially verbal ability and reasoning power) is the only one which cannot be developed or derived. Effective communication implies a knowledge of what is worth communicating. Broad and well-rounded interests enable the executive to have a broad outlook on the world and its activities. A most important characteristic of management is problem solving and decision making. Mental and emotional maturity are necessary, as are sociability, self confidence, composure, objectivity, and agreeableness. Closely associated with these are self motivation as well as the ability to motivate others. More research is needed to know what role these characteristics play in a manager's career. AC 002 158

DEVELOPING PATTERNS OF MANAGEMENT. (Reprint from General Management Series 178, 1955). DEVELOPING PATTERNS IN MANAGEMENT: II. (Reprint from General Management Series 182, 1956). Likert, Rensis. American Management Association, New York. 1956. 32p.

The new theory of management must integrate the resources of scientific management and the insights obtained from the research on leadership motivation, and such organizational factors as the human economic, ego, and security motives, and

curiosity, creativity, and desire for new experiences. It is essential that such operational procedures as selection, training, supervision, and decision making be integrated into a harmonious pattern and reinforce each other, and that they elicit motivational patterns that are consistent with the goals of the organization. The employee must feel that his job is important to the organization and contributes to his sense of personal worth. AC 000 135

THE GREAT AWAKENING; INCLUDING A PLAN FOR EDUCATION FOR LEADERSHIP. Fletcher, C. Scott. The Fund for Adult Education, White Plains, New York. Available from the Library of Continuing Education, 107 Roney Lane, Syracuse, New York 13210. ($0.35). 1958. 24p.

A comparison of the Soviet and American philosophies shows that, while the Soviets educate their citizens to reach state goals, America has not concentrated on development of leadership for a free society. A program for the systematic education of leaders designed and executed cooperatively by organizations and educational systems should consist of discussion of vital issues at three levels: college classes and conferences for recognized leaders, liberal continuing education for potential leaders, and liberal adult education for all interested adults, regardless of their roles. A second part of the specially designed program would be participation in voluntary affairs of the community and of associations.

MANAGEMENT DEVELOPMENT. (In Management, Its Nature and Significance. London, Pitman & Sons, Ltd., 1967, pages 173-201). Brech, E.F.L., 1967. 31p. EDRS Order Number ED 018 703, price in microfiche $0.25, in hard copy $1.65.

Among the essential personal qualities required of successful managers of potential managers, a balanced temperament and the capacity to see the other person's point of view should be stressed. Fuller and broader knowledge, greater skill in judgment and decision, and greater maturity in exercising responsibility and interpreting experience must be achieved in the trainees. Therefore, competent managers must not only provide for their continuing self-improvement and increase overall managerial effectiveness, but must also ensure that their successors become even more competent than they themselves. Program evaluations, appraisals of individual development, and plans for further action require strict objectivity. The services of a management development advisor may also prove valuable. (The document includes a review of the recent background of management development in Britain.)

NEW DIMENSIONS OF LEADERSHIP. Cassel, Russell N. In Adult Leadership v17 n1 p427-28, 434. April 1969

The leadership function is believed to involve three major areas of concern: the individual, the group, and the social milieu. Factors comprising the development of the leader as an individual include his self image, sensitivity development, self improvement, ego strength and mastery of stress, critical investigative powers, problem solving and role playing abilities. Other leadership dimensions are concerned with the followers in the leader's group: skill in communication and empathy, talent in goal motivation, ability in group organization and cohesion, and aptness in assigning authority. The social milieu is independent of the leader and the group, yet it often results from the interaction of the leader with the group. It involves the face which the group depicts to other group memberships, the peculiar ethnic assimilation of the group, and the freedom and satisfaction of each member of the group. AC 004 340

THE FOREMAN PROBLEM IN JAPANESE INDUSTRY. (In Industrial Training International v2 n10 p416-421, October 1967). Thurley, Keith, October 1967. 6p.

Britain studied supervisory training in Japan, in order to gain insight into its own training problems. Traditional supervision in Japanese industry had produced incapable foremen through seniority promotion, caused difficult relationships because of authoritarian attitudes, and failed to clarify authority roles. The government recommended more democratic organization in industry, but resulting training programs were criticized for neglect of foremen problems. Japan's great productivity increase in the late fifties coincided with the reorganization of foreman selection, training, and responsibilities. The example of Yawata Steel showed reduction in the number of levels of supervision, and promotion of factory workers by merit. Foremen achieved management status and left labor unions. Varied training included courses in social skills (attitude training for more democratic practices). Britain must reorganize the supervisory structure to meet technological changes and accept the foreman's staff status. AC 001 612

A PROGRAMME OF ACTION. THE BASIS OF SUPERVISORY TRAINING POLICY, 4. (In Industrial Training International, p202-206, May 1967.) Thurley, K. E. and Hamblin, A. C. May 1967. 5p.

The industrial supervisor's job is essentially a problem-solving job, demanding strategies of action. Supervisory training ought to take these objectives into account, (1) improving the job performance of experienced supervisors, (2) helping the newly appointed supervisor without supervisory experience over initial problems, (3) giving a newly appointed supervisor with previous experience elsewhere an understanding of his job problems, (4) preparing an existing supervisor for change in his present job, (5) preparing a supervisor for a future managerial post, and (6) developing supervisors in a general way. The Training Boards ought to be flexible and encourage experimentation as well as finance and encourage research projects to develop supervisory training. To bring about effective supervisory training and development a Central Supervisory Education Council ought to be set up to develop learning methods acceptable to supervisors. Training Boards ought to develop new special courses, but building on the experience of past courses, and Training Boards ought to offer study grants to supervisors. AC 001 007

TECHNICAL CHANGE, THE LABOUR FORCE AND EDUCATION, A STUDY OF THE BRITISH AND GERMAN IRON AND STEEL INDUSTRIES, 1860-1964. Musgrave, P.W. 1967. 269p. Pergamon Press, New York.

A detailed comparative study is presented on interaction during the last century (1860-1964) between the British and German steel industries and their respective educational systems under the stimulus of technical and economic change. The great size of industrial units (especially in Germany), the need for skilled managers and technicians, labor market fluctuations, access to educational facilities, technological change, the overall social and political climate, and above all, widespread gradual economic change and national attitudes toward industry, change, the sciences and the structure of education have shaped the character of the labor forces of both nations. The relative superiority of the German iron and steel industry during most of this period stemmed from an especially strong belief in education and the scientific method, the high status enjoyed by industry and the applied sciences, and an efficient educational structure based on the Prussian reorganization of 1812 and reinforced by a strong apprenticeship system. Past experiences in both nations suggest the need to consider long-range economic forecasts and goals in educational planning and to concentrate on preparing a skilled, flexible work force grounded in a sound general education. The document

includes an index and numerous references to German and British publications and official reports. AC 001 213.

III. EDUCATIONAL NEEDS, INTERESTS, CAREER PATTERNS

MANAGEMENT DEVELOPMENT AND THE EMPLOYMENT SCENE (In Personnel Journal v47 n1 p32-26, January 1968). Nadler, Leonard. January 1968. 7p.

Between 1965 and 1975, anticipated changes in the labor force that will affect management development include a shortage of particular age groups, a tripled increase in demand, and a continuing impact of technological change, creating a shorter work week and more leisure time. The age group from 35 to 44 years of age will offer fewer employees to train as managers and to fill the gap, women and members of minority groups must be accepted and developed for managerial positions. Development programs should produce managers capable of handling continuing technological changes. They should emphasize training in such areas as computers, the social responsibility of business organizations, the implications of international events, and the effect of the government on individual organizations. AC 001 854

INTERNATIONAL BUSINESS EDUCATION, THE EXECUTIVE'S VIEWPOINT, A REPORT ON A SURVEY OF NEEDS. (In Training and Development Journal, v22 n2 p36-43, February 1968). Hitchin, David E. February 1968. 7p.

International business organizations and intercollegiate conferences have provided most information regarding goals and objectives of international business education. Twenty-five top executives of such international corporations as Union Carbide, Merck and IBM, were interviewed to help plan the International Business Program at University of Kansas. Suggestions are given for three job assignments-- (1) International Specialists-professionals who perform their functions during the start-up stages of a foreign enterprise, (2) The Key Administrator Abroad who implements home policy and procedures through negotiation with the local government, union, and business representatives, and (3) The Chief International Executive who is responsible for planning, coordinating and controlling activities of each foreign affiliate and integrating these with domestic enterprise. The most important university programs and activities indentified were those that developed an awareness of culturally bound attitudes-- such as study and travel abroad, comparative courses in economics, science and law, and sensitivity training in groups which include foreign students. AC 002 132

ORGANIZATION CORRELATES OF MANAGEMENT TRAINING INTERESTS. Tills, Marvin. Wisconsin University, Madison. M.S.Thesis. 1967. 85p. Available from University of Wisconsin, Madison, Wisconsin 53706. EDRS Order Number ED 023 044.

A study was made of a sample of Wisconsin manufacturing firms and a subsample of firms in different size categories to determine organizational correlates of management training interests. Correlations were sought between characteristics of firms (ownership, relationship to parent company, size of employment, market orientation, growth trends, unionization or lack thereof) and the variables of training sources, training needs, preferred schedules, and distance limitations. On the job training was often used by the largest number of firms, followed by informal inplant training, university programs, vocational school classes, and trade association programs. Training needs were in areas of general management personnel, production, marketing, and finance. Firms favorable to training

were likely to be large, unionized, broadly held, and with recent growth; branches and subsidiary plants used training facilities more than did main plants.

[MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS IN BUSINESS AND INDUSTRY IN PENNSYLVANIA]. Pennsylvania State University, University Park. 1968. 704p. EDRS Order Number ED 025 701, price in microfiche $2.75, in hard copy $35.30.

This document presents self-perceived needs of managers and supervisors in the following Pennsylvania industries: chemical, rubber, and plastic products; banking; apparel, textile, and leather; construction; department stores; electrical machinery; fabricated metal products; insurance; machinery (except electrical); transportation equipment; gas and electrical utilities; petroleum refining; primary metals; professional, scientific, and controlling instruments; railroads; stone, clay and glass products; telephone and telegraph; and transportation.

A STUDY OF THE CONTINUING EDUCATION NEEDS AND INTERESTS OF MANAGERS AND PROFESSIONAL PEOPLE IN SOUTH-CENTRAL OREGON. Easton, Edison E. Oregon State System of Higher Education. November 1968. 57p. EDRS Order Number ED 026 590, Price in microfiche $0.25, in hard copy $2.95.

Questionnaires were sent to determine educational needs of supervisors, managers, administrators, and professional people in south-central Oregon. Answers, based on 171 usable questionnaires, cannot be assumed representative, but some patterns emerged. Subject areas of greatest interest were human relations, management and organization, psychology and motivation, writing, supervision and leadership, speech, data processing, accounting, investments, personnel and manpower, labor relations. Winter was preferred for programs and 3/4 were willing to drive only 1-20 miles round trip once a week for 8-10 weeks. The seminar discussion approach was preferred. Those with over two years' college education favored faculty members over instructors from business or the professions. Those from larger organizations favored two or three day conferences and expected time off with pay and their tuition to be paid.

THE DEVELOPMENT AND UTILIZATION OF MANAGERIAL TALENT: A CASE STUDY OF MANUFACTURING MANAGERS IN COLUMBUS, OHIO. Kreider, Leonard Emil. Ohio State University, Columbus. Ph.D.Thesis. 1968. 334p. Clearinghouse for Federal Scientific and Technical Information Order Number PB-178-351, price in microfiche $0.65, in hard copy $3.00.

Mobility and educational development patterns were studied for Columbus area managers, largely at lower and middle levels. The diversity of labor mobility and educational patterns in the sample could be reduced by dividing the manufacturing managers into subcategories according to seven departmental areas of work. The managers were relatively low on the occupational, employer, and geographic dimensions of mobility. Employer shifts were complex, involving at least two of these dimensions; and many shifts were in occupation only. The majority reached their positions only after a number of years in nonmanagerial work, and remained employed within their departmental areas. Most felt that a college education provides adequate preparation, and it is apparent that many positions can be filled by persons without college training. Although experience seems to develop human relations skills and knowledge about technical requirements and the individual company, substitution of experience for formal education does not appear to be generally the case.

EDUCATION INTERESTS AND BEHAVIOR OF EAST CENTRAL FLORIDA MUNICIPAL OFFICIALS. Long, Huey, B. Florida State University. March 1968. 45p. EDRS Order Number ED 018 765, price in microfiche $0.25, in hard copy $2.35.

Mailed questionnaires gathered information from 25 elected and 36 appointed officials in seven Florida counties about their interests and behavior in continuing education. Elected officials preferred activities provided by organizations other than educational institutions but participated little because of the lack of courses they wanted. Appointed officials preferred activities provided by educational institutions but did not participate much because of lack of time. Those who did participate were generally younger, with a higher academic achievement rate, and with more recent involvement in other educational activities than the non participants. Among the subjects of study most wanted were fiscal policy, management, public relations, personnel management, policy administration, and community planning.

IDENTIFYING SUPERVISORY TRAINING NEEDS. TRAINING INFORMATION PAPER 2. Warr, Peter V. and Bird, Michael W. British Department of Employment and Productivity, London (England). 1968. 30p. Available from Training Division (TD4), Department of Employment and Productivity, 168 Regent Street, London W.L.(3s).

Training by exception is proposed as an alternative, or supplemental, method to job analysis as a means of determining training requirements for management. This involves studying through interview or critical incident reports only those aspects of the job which interfere with its smooth operation. To explore this method, interviews were held with foremen in the steel industry in Sheffield, England, to collect biographical, task, and job difficulty information. Problems identified included lack of knowledge of the job as a major difficulty, followed by relations with subordinates and other departments in the company, behavior and attitude of superiors, overall structure of the organization, and lack of confidence.

A STUDY OF THE EDUCATION AND FORMAL MANAGEMENT TRAINING OF CHIEF SALES EXECUTIVES OF LARGE INDUSTRIAL GOODS FIRMS. Vizza, Robert F. New York University, New York, New York. Ph.D.Thesis. 1967. 272p. University Microfilms Order Number 68-5377, price in microfilm $3.50, in Xerography $12.40.

To determine the educational background of chief sales executives, and their superiors, in large industrial firms, and their opinions on educational requirements for sales executives of the 1980's, respondents were surveyed and five hypotheses tested. Most sales executives of large industrial firms held a baccalaureate degree; most of those with graduate degrees had majored in business administration. Respondents tended to have little graduate education or formal management training, and a preference for professional education as opposed to liberal arts.

ROLE TRANSITION IN CAREER DEVELOPMENT. Moment, David. Harvard University, Cambridge, Massachusetts. September 1967. 23p. EDRS Order Number ED 018 807, price in microfiche $0.25, in hard copy $1.25.

Role transition in adult career development is presented in terms of the technical, social, and directive role elements found in two studies of managerial behavior and career development. The individual's life space is the basic formulation of this idea. That is, major changes in the configuration of the individual's interpersonal network constitute role transition. Technical, social, and directive role performance are three dimensions of managerial behavior. The manner in which the individual resolves potential conflict among these three roles, either by integration, polarization, or withdrawal, is related to his overall effectiveness in the job.

A PROPOSED EDUCATIONAL PROGRAM FOR MID-CAREER LOCAL AND STATE GOVERNMENT OFFICIALS IN THE METROPOLITAN DETROIT REGION. Metropolitan Fund, Inc., Detroit, Michigan. July 1966. 33p.

To design an educational program to alleviate the shortage of competent personnel for top level positions in local and state government, the Inter-University Advisory Committee (Michigan) explored (1) the feasibility of mid-career educational program, particularly in the Detroit Metropolitan Area, (2) the nature of the "knowledges" required of public executives in today's complex society, (3) the means of imparting these "knowledges" (course, curriculum, and teaching method alternatives) by universities, and (4) the experiences of universities around the nation in executive development education. Data presented in this report are based on interviews with selected decision-makers in representative communities, questionnaires completed by potential program participants, followup interviews, and a limited inventory of university sponsored executive development programs conducted in 1965. Document includes recommendations of the Advisory Committee, characteristics of mid-career officials, opinions of decision-makers regarding type and length of program, list of reported university programs definable and not definable as mid-career education for state and local government officials, interview schedule and the questionnaire. Available from the Metropolitan Fund, Inc., One Woodward Avenue, Detroit, Michigan 48226. Price $2.50. AC 001 929

A STUDY OF THE ROLE OF THE ENGINEERING MANAGER AND HIS CONTINUING EDUCATION REQUIREMENTS. McKee, Charles A. Ed.D.Thesis. Michigan State University, East Lansing. 1967. 288p. University Microfilms Order Number 68-4181, price in microfilm $3.70, in Xerography $13.05.

The purpose of this study was to investigate the relationships among the perceptions engineering managers have of their role, their continuing education activities, and subject area needs, and among the expectations held for them by their immediate superiors, direct subordinates, and by engineering faculty outside the organization. Role theory was adopted as the conceptual approach. A questionnaire-schedule received from 199 engineering managers, 122 immediate superiors, 168 direct subordinates, and 50 engineering faculty members produced information about the role. The immediate superiors indicated a strong positive feeling on more items concerning the job functions of the manager than any of the other groups and the direct subordinates indicated a strong feeling on fewer items than the other groups. There was common agreement among all four groups on seven items of the 29. A higher degree of agreement existed between the engineering managers and their immediate superiors concerning the role of the manager than between any other groups. Lesser agreement existed in comparing the engineering managers and the engineering faculty, and in comparing the immediate superiors and the direct subordinates.

A SHORT COURSE IN PSYCHOLOGY FOR ENGINEER-MANAGERS; A REPORT ON MANAGEMENT TRAINING NEEDS FOR ENGINEERS. Frank, Julian S. (In Training and Development Journal v22 n10 p8-16 October 1968.) 1968. 9p.

The typical engineer's educational background and personality have been considered inappropriate for management tasks. Recognizing the need for human relations training, the Engineering Management Group of the Chicago Section, Institute of Electrical and Electronic Engineers, in the fall of 1966 and spring of 1967, asked the author and another registered industrial psychologist, Milton Lepkin, to give a basic course in managerial psychology to interested members. The first four presentations, each offered for six two-hour sessions, attracted 265 engineers. Various group experiments and open ended questionnaires were

used to determine attitudes. The most significant conclusion one could draw from the various data is that management climate of a company greatly incluences the management attitudes of engineers. The engineers revealed a sense of isolation from other workers. Assuming these 265 electrical and electronic engineers were typical of their kind, one can recommend that engineers need more psychology and human relations courses, opportunities to meet others outside the profession, practice in management skills, help in integrating their own viewpoints with that of management, help in deciding between administration and pure engineering work, and informal opportunities for discussion in confidence with management. AC 002 834

LEADERSHIP TRAINING: COMBINED NOTES OF CONFERENCES FOR THE EXECUTIVE MANAGEMENT SEMINAR FOR THE DIRECTORS AND MANAGERS OF THE STATE AGENCIES AND DEPARTMENTS OF THE STATE OF LOUISIANA AREA V. Quachita Valley Vocational-Technical School, sponsor. 1968. 78p. Available from the State Department of Louisiana, Baton Rouge, Louisiana.

A leadership training project was organized to improve the skills and abilities of government employees. After several area committee meetings were held, it was decided to start with the top executives who were surveyed to discover their needs. Areas covered by the program were delegation of authority; effective communication (through writing of letters, assistance to secretary, techniques in dictating, use of indexing); management decisions; personnel relationship; humanization versus automation; and planning work with clarity, knowledge, analysis, selection and so on. Also examined were performance, appraisal, innovations in management, success or failure factors, and public relations. AC 003 073

THE INTERESTS IN MANAGEMENT CONFERENCES AT EAST TENNESSEE STATE UNIVERSITY AMONG BUSINESS OWNERS AND MANAGERS. Noble, Albert C. M.A.Thesis. East Tennessee State University, Johnson City. August 1964. 94p. Available from East Tennessee State University, Johnson City, Tennessee.

In a study to determine the need for an interest in management conferences to be sponsored by East Tennessee State University for business owners and managers, 136 businessmen in a nine county area surrounding the University rated suggested conference topics. Bankers, lawyers, accountants, and business leaders, buyers for business firms, and consumers were all asked to give opinions of the management skills of local businessmen and suppliers. From the responses it appeared that there is a need for the owners and managers of at least some business firms to improve their management skills and there is interest in the business community in a program of training conferences sponsored by the University. It is recommended that the University further define the training needs of area businessmen, evaluate its manpower resources for conducting conferences, determine the availability of conference leaders outside the University, designate a conference coordinator, and carefully plan, schedule, and publicize a pilot conference. (Document includes the survey questions and 11 tables.)

THE MANAGEMENT OF PROFESSIONAL EDUCATORS; MANAGEMENT DEVELOPMENT NEEDS IN THE EDUCATION FIELD. Diller, N. Richard. (In Training and Development Journal v23 n5 p48-9 May 1969.)

Management development needs among professional educators are discussed in terms of motivational factors, job expectations of professional educators and/or managers, appropriate educational objectives, and the role of organizational climate and practices in successful development. AC 004 271

SURVEY OF MANAGEMENT TRAINING NEEDS AND FACILITIES IN SOME AFRICAN COUNTRIES 1964. Management Development Series, 4. International Labour Office, Geneva. 1965. 81p. EDRS Order Number ED 016 901, price in microfiche $0.50, in hard copy $3.32.

This is the International Labour Office report of the investigation of management training needs and facilities in Africa. The discussion of needs and problems represents a consensus of the most informed opinion available to the industrialist who was engaged as expert and spent up to four weeks in each of 13 countries -- Ethiopia, Uganda, Malawi, Cameroon, Niger, Ivory Coast, Senegal, Tanzania, Zambia, Congo, Nigeria, Ghana, and Sierra Leone -- in 1963 and 1964. Practically all the bigger undertakings in Africa were still effectively managed by expatriate staff trained in European or American management methods at a sophisticated level. In order to put Africans into management positions, there would have to be a massive training effort across the continent, employing the most advanced techniques of accelerated instruction and development. Part I gives a brief overview of Africa and some generalizations concerning the needs of the small entrepreneur, the supervisor, middle management, and senior management. Part II presents the data for each country including a table indicating number in employment by public sector and by various types of industry in the private sector, a list of management training facilities with brief annotations of their offerings, and a commentary on the management training requirements and factors affecting them. An appendix contains a list of the principle persons seen in each country during the mission.

THE MYTHS OF CAREER DEVELOPMENT; CAREER PROGRAM STRUCTURE MUST BE SUBORDINATE TO INDIVIDUAL DEVELOPMENT. Salvagno, Ralph G. (In Training and Development Journal v23 n3 p46-50 March 1969).

Overemphasis on technical ability, the quest for the universal manager, and other myths of career development are rooted in the disproportionate concern with career program structure. The challenges of career development lie in equipping employees for effective managerial performance and constructive, gradual behavior change. AC 003 858

IV. MANAGER AS LEARNER

PERSONALITY NEEDS AND EXPECTED BENEFITS FROM A MANAGEMENT DEVELOPMENT PROGRAM (In Occupational Psycholocy, v40 n1-2 p75-81, January and April 1966.) Gruenfeld, Leopold W. April 1966. 7p.

This study shows that perceived benefit in a management development program can be predicted in part by participants' expectations. Executives in industry coming into the Wabash Institute for Personal Development indicated the degree of improvement expected for each of 71 objectives. On completing the program participants rated the improvement they could attribute to the influence of WIPD. Personality instruments were administered to volunteers. It was found that both the expectations of benefit and subsequent perceived benefit can be predicted by measure of abasement (inadequacy) and introception (the concern with speculation over one's own motives and the motivations of others) as well as personality characteristics that are associated with conformity needs. These major findings warrant the conclusion that management development programs are more likely to achieve their value objectives if greater care is taken to select individuals (1) who are unsure of their adequacy, (2) who are already concerned with intra and interpersonal motives and whose inclinations are therefore reinforced rather than changed, and

(3) who prefer social involvement to aloofness. AC 002 094

EMPIRICAL RESEARCH ON THE BASES AND CORRELATES OF MANAGERIAL MOTIVATION: A REVIEW OF THE LITERATURE. Cummings, L. L. and El Salmi, A. M. In Psychological Bulletin v70 n2 p127-44 August 1968. 18p.

The research literature (1959-1968) relating to the correlates and bases of managerial motivation is reviewed. Two theoretical perspectives are used as a framework for the review; a need-hierarchy motivational scheme, and the motivation-hygiene dichotomy. Evaluations of these frameworks are made in the light of the supportive and unsupportive literature to date. Theoretical and methodological obstacles are suggested as limiting one's understanding of managerial motivation. Suggestions are made for improving the empirical base and theoretical richness of one's understanding of managerial motivation through (a) the development of systematic theoretical statements about managerial attitudes and motivation, (b) the use of more rigorous study designs and improved measuring devices, and (c) the incorporation of an increased variety of possible moderator variables. AC 003 080

THE MANAGER AS A LEARNER. Dill, William R. In Proceedings of the IRRA 18th Annual Winter Meeting, New York, December 28-29, 1965. 8p. Available from Industrial Relations Research Association, Social Science Building, Madison, Wisconsin, 54706. Price $4.00.

Research in management has focused on maintaining stability and control in organizations, increasing efficiency of human and capital resources and augmenting organizational change. The few studies dealing with organizational learning have identified the element of stress as the motivating force for learning. More research is needed to identify results from stress (exploratory and developmental responses, or anxiety and withdrawal), and how to distribute stress to facilitate appropriate kinds of learning most valuable for the organization. It is suggested that development and training personnel assert more influence in organizational design, career planning, and allocation of company resources; research consider new forms of organizational design to promote learning; managers be studied as learners (for example, their positions in career span, and behavior between, rather than during, decision sequences); and new resources, such as mid-career education or self-instruction, be utilized for learning. AC 002 946

EDUCATIONAL OPPORTUNITY AS A CORPORATE LOYALTY LEVER. (In Personnel Journal v47 n4 p252-258 April 1968. Thain, Richard J. 1968. 7p.

Experience with participants in the evening M.B.A. (Master's in Business Administration) program of the University of Chicago Graduate School of Business indicates that men and women pursuing formal business education without company recognition, feedback, or financial support, or without adequate counseling, will tend to have less company loyalty than persons whose companies are more supportive. Moreover, unguided education can lead to unwise choices and serious personal maladjustments. However, many companies try to capitalize on the benefits of employee education by maintaining company education directors, linking external education to internal company training (as in the scholarship program of the First National Bank of Chicago), or even providing educational leaves for most types of employees. AC 002 317

MENTAL ABILITY AND PERSONALITY FACTORS IN LISTENING. Kelly, Charles M. In Quarterly Journal of Speech v69 n2 p152-6 April 1963. 5 p.

A study was made of the effects of two different testing procedures on listening comprehension, by comparing mental ability and certain personality factors under normal audience conditions and under typical listening test conditions. A 30-minute talk was given to 28 supervisors at a regular business meeting; following it, the supervisors were given a surprise listening test (Purdue Listening Inventory). During the following two weeks, they were given the Brown-Carlsen Listening Comprehension Test, the STEP Listening Test, the Otis Quick-Scoring Mental Ability nest, and the Cattell 16 Personality Factor Questionnaire. It was found that mental ability played a greater role in listening comprehension under typical test conditions than it did under normal audience conditions. Differences based on personality factors between the two methods of testing were not significant, but the surprise listening test yielded significant differences in personality factors between good and poor listeners. Good listeners were more adventurous, emotionally stable, mature, and sophisticated than poor listeners. AC 002 943

COLLEGE ACHIEVEMENT AND INDUSTRIAL SUCCESS. Biedenbach, Joseph Maarion. Michigan State University. Ph.D.Thesis. 1964. 104p. University Microfilms Order Number 65-6050, price in microfilm $3.00, in Xerography $5.20.

A group of 350 top and middle management engineering personnel from seven divisions of a large industrial firm were studied for differences between the two groups that could be used to aid in selecting engineering graduates for future industrial executives. Executive levels attained correlated directly with individual undergraduate achievement, which indicated a need for careful guidance and placement of graduating engineering students. High academic achievement in undergraduate training seemed to indicate a greater possibility of executive development. The amount of extracurricular activity participation in college, type of college attended, academic major pursued, and amount of expenses paid by the student himself were insignificant variables. The level of degree attained and the locality of the college attended were apparently significant. Higher executives were more mobile.

A STUDY OF PARTICIPANT OBJECTIVES IN SELECTED MANAGEMENT INSTITUTE PROGRAMS. Draper, James Anson. Wisconsin University. Ph.D.Thesis. 1964. 237p. University Microfilms Order Number 64-13,870, price in microfilm $3.10, in Xerography $10.80.

The purpose of this study was to examine the similarity in the perception of the objectives of adults not involved in cooperative program planning and the relationship between the participant's satisfaction and the degree to which his objective is shared by the others. Utilizing the Taxonomy of Educational Objectives, the Twenty-Seven Card Q-Sort, and The Satisfaction Scale, combined with the 27 Card Q-Sort, the research collected data from the attending supervisor, the immediate superior to the attending supervisor and a representative of the supervisor's employer, and the program coordinator. Five null hypotheses dealing with the congruence of educational program objectives that the participating parties in the program expressed were rejected; two null hypotheses dealing with the relationship between congruence of objectives and the attending supervisors' perception of satisfaction were accepted; and all respondents were found to put greater emphasis on the self-directed dimension of the taxonomy than on the other-directed dimension. It was concluded that, for this type of program, satisfaction of participants can be relatively high without involvement

in cooperative program planning.

AN ANALYSIS OF SELECTED EDUCATIONAL, SOCIAL, ECONOMIC, AND POLITICAL OPINIONS HELD BY BUSINESS LEADERS. Bircher, Jack Lawrence. Indiana University. Ed.D.Thesis. 1964. 94p. University Microfilms Order Number 65-2361, price in microfilm $2.75, in Xerography $4.80.

Selected educational, social, economic, and political opinions of certain business leaders in four Midwestern cities were surveyed with a special 50-item questionnaire based on principles of the 1960 Republican platform. The opinions were compared with those of "New Frontiersmen." Analysis of results revealed liberal-conservative tendencies as follows: (1) in educational opinions, the businessmen were 100% liberal and the New Frontiersmen, 96% liberal; (2) on social matters, the businessmen were 52% liberal and the other group, 88% liberal; (3) in economics, the businessmen were 85% conservative and the other group, 68%; (4) in political opinions, 90% of the businessmen were conservative and 56% of the other group were liberal. Findings suggest that, in the cities represented, adult education might be accepted by some corporations if related to discussions of current social problems.

EFFECTS OF TUITION PAYMENT AND INVOLVEMENT ON BENEFIT FROM A MANAGEMENT DEVELOPMENT PROGRAM. Gruenfeld, L. W. In Journal of Applied Psychology v50 n5 p396-9 1966. 4p.

This study investigated the effects of participants' investments of tuition, time, and effort on benefit from a management development program. Measures of benefit consisted of a summated rating scale and the economic scale of the Allport Vernon Scale of Values (AVSV). Subjects were 99 industrial executives in a five year program. Those who paid part of their tuition, spent relatively more time in the program, and found the program difficult, benefited more. It was concluded that programs which do not require commitment and effort are not likely to achieve their immediate value objectives. (Tables are included.) AC 002 768

THE ROUTE FROM LITTLE MAN TO MIDDLE MAN; A MANAGEMENT TRAINER IS FACED WITH USING HIS OWN TEACHING. Jensen, Barry T. In Training and Development Journal v23 n3 p22-25 March 1969.

After making the transition from scientist to staff man to manager and then to staff management (and especially after testing some of the management principles and techniques that he has taught to others), the author believes that development is a process involving the company management, the educational staff, the immediate supervisor, and the individual. Improvement in performance comes from changing both the management trainee and his environment. Suggested management course content includes planning, delegation, management style, communication, theories of management, company financial management, personnel policy, and PERT (Program Evaluation and Review Technique) fundamentals. AC 003 856

V. PROGRAM PLANNING

MANPOWER PLANNING FOR HIGH TALENT PERSONNEL. Vetter, Eric W. 1967. 115p. Available from the Bureau of Industrial Relations, University of Michigan, Ann

Arbor, Michigan 48104, $8.00.

Written primarily for organizations beginning their manpower management effort, this book focuses on analytical approaches to studying the managerial manpower situation in a specific organization. Chapters 1 and 2 develop the nature, need and process of manpower planning and include a schematic overview of the entire process. Chapter 3 describes programs which help the organization meet difficult situations, based on interviews with manpower managers. Chapter 4 involves an analysis of inventory and forecast data to identify potential manpower problems. In chapters 5 and 6, how to measure labor productivity and to use the information in manpower forecasting are discussed. Chapter 7 relates the manpower forecast to other economic forecasts of business organizations. In chapter 8 fundamental ideas of control and evaluation and indications of the role of control in manpower planning are presented. Chapter 9 examines the role of the manpower planner. There are case studies and a bibliography. AC 002 634

AN APPROACH TO THE TRAINING AND DEVELOPMENT OF MANAGERS, A REPORT BY THE TRAINING AND DEVELOPMENT COMMITTEE OF THE CENTRAL TRAINING COUNCIL. Great Britain. Ministry of Labour. Central Training Council. Available from Her Majesty's Stationery Office, London, England (1s. 6d.) 1967. 26p.

This report deals with the training and development of full time managers and executives and of persons in departmental or technical posts who have, or may be given, managerial responsibilities, either in their own specialties or in general management. The first major section presents the common features of effective management training and development schemes--assignment of responsibility, job analysis, assessment of present and future needs, recruitment and selection, record keeping, and program appraisal--and offers guidance on the best use of individual or group projects, course work, and other means and facilities for inhouse and external training. The following section gives initial guidance to training boards on ways in which their grant schemes can contribute to management development in their industries. Finally, conclusions and recommendations on grants, reimbursements, program planning, and educational responsibility are summarized. AC 002 409

TRAINING IN INDUSTRY. (In Industrial Psychology, by von Haller Gilmer and others. New York, McGraw-Hill, 1966. p167-197.) Glaser, Robert. 1966. 31p. EDRS Order Number ED 018 700, price in microfiche $0.25, in hard copy $1.65.

This chapter in a larger work on industrial psychology deals largely with the need to specify training objectives through job analysis, uses of testing in trainee selection, training variables and learning processes, training technology (mainly the characteristics of programed instruction), the evaluation of proficiency, the value of experimentation, and facets of training (orientation and indoctrination, vocational and job skill training, supervisory and management education, specialized training). Major considerations in the training process itself are the proper amount of repetition and practice, task quidance by the trainer, prompt reinforcement (that is, rewards contingent on or following from correct task performance), correct response discrimination and generalization by the trainee, and extinction (unlearning) of unwanted responses, effective training sequences, meaningful training materials, the effort and the degree of precision required, the nature of learning plateaus, the role of

negative reinforcement, motivation, active learning, and the transfer of training to new tasks. The document includes two tables, suggested readings, and an example of a programed text.

THE TRAINING WORKSHOP. Bureau of Business Practice, Inc., Waterford, Conn. 1966. 110p.

The looseleaf PORTFOLIO IN TRAINING is designed to help companies define their training needs and master several types of training--orientation, job skills, safety, supervisory, professional and technical, management development, and conference leader training, A down-to-earth approach to in-plant training includes an explanation of the major tried and proved techniques in use today. It begins with an introduction into training methods and presents a simple process for determining a company's training needs and designing a program to meet them. The reference section contains "How to recruit and select employees," sample forms, "How to make a personnel audit," and "On the job training under MDTA." AC 001 634.

PRACTICAL USES OF NEW MEDIA AND METHODS. Seymour, W. Douglas and others. In New Media and Methods in Industrial Training. Edited by John Robinson and Neil Barnes, London, British Broadcasting Corp., 1968, p97-176. 80p.

Part of a larger British work on industrial training design, these papers discuss skill analysis and other current techniques in the training of operators and craftsmen; guidelines for devising and conducting training programs for technicians, technologists, and supervisors; an account of the use of free discussion in a supervisory training course; purposes and organizations for the preparation of training personnel; content and methodology of a training officer course at the Portsmouth (England) College of Technology; procedures for selecting and training instructors; and theoretical problems and considerations in task analysis. Appendixes furnish a discussion outline for a course in supervisory training, and examples of project specifications given to A-level students after three weeks in industry. The document also includes 95 references. AC 003 001

REALITY IN MANAGEMENT. Kuriloff, Arthur H. McGraw-Hill, New York. 1966. 77p.

In a general book on management processes, Chapters 3, 5 and 6 deal with training men for work improvement (skills and techniques plus fundamental education), improving managerial competence (managers incorporate training in their duties, increasing the ability of groups to function effectively and improving their own competence), and training for interpersonal competence (means of improving ability of organization members to work together smoothly. AC 000 836

HANDBOOK FOR COORDINATES OF MANAGEMENT AND OTHER ADULT EDUCATION PROGRAMS. Rindt, Kenneth E. Wisconsin University, University Extension. Available from Bookstore, University Extension, University of Wisconsin, 432 North Lake St., Madison, Wisconsin 53706, price $2.50. 1968. 122p.

This handbook is planned for both new and experienced coordinators of management and other adult education programs, for school or adult education administrators, training directors, instructors, or speakers. Part One covers philosophy and perspective--objectives of adult education and the responsibilities and duties of

the coordinator and the administrator. Part two, covering planning and organization, discusses finding the needs to set program goals; developing curriculum and methods; staffing; facilities, equipment and materials; and promotion. Part three covers the coordinator's duties in conducting the program, and evaluation and feedback. Appendixes include a management institute survey, program questionnaire, hints about hotel reservations and visual aids, facilities, equipment, and materials plans, facilities inventory, available locations, room setups and a promotional letter. AC 003 979

MANAGEMENT TRAINING, CASES AND PRINCIPLES. Fourth Edition. McLarney, William J. and Helen. 1964. 660p. Published by Richard D. Irwin, Inc., Homewood, Illinois.

Designed as a text for a college course in management training or for a conference program of supervisory training in industry (first line supervisor to middle management level), this book presents actual job problems in case studies and stresses problem-solving techniques to develop a method and habit of applying principles and techniques to the problems of managing. There is a section on the management of professional personnel. Suggested readings are given after each section. AC 001 904

INTRODUCTION TO MANAGEMENT FOR INDUSTRIAL SUPERVISORS. Louisiana State Vocational Curriculum Development and Resource Center. 1965. 180p. EDRS Order Number ED 013 947, price in microfiche $0.75.

Subject matter and supplemental materials for use in conducting a 10-hour industrial supervisory training conference in basic management fundamentals and concepts are presented in this teacher guide. It was developed by a state committee as a first course in a series for supervisory personnel who have had little or no previous supervisory training and for personnel who have had previous training, but lack a basic management course. The two-hour sessions are -- (1) history of management, (2) organizational structure, (3) major responsibilities of management, (4) organized labor, and (6) leadership. Outline form is used for most sessions and charting materials and charting techniques, handout material, discussion techniques, verbatim quotes, and visual aids are provided. Presentation should be on an informal lecture basis by a teacher skilled in supervisory techniques. The 20 handout sheets serve as reference material for the trainees. A bibliography and ample material are provided so that the teacher may adapt the course to his individual desires. This document is available in single copy only for $2.00 from Vocational Curriculum Development and Research Center, P.O. Box 657, Natchitoches, Louisiana 71457.

A PRACTICAL GUIDE FOR SELECTING AND TRAINING POTENTIAL FOREMEN AND SUPERVISORS. Kirkpatrick, Donald L. Wisconsin University, Milwaukee. University extension. 1967. 50p. AC 001 216

DEVELOPING EFFECTIVE MANAGERS. Roberts, T. J. Institute of Personnel Management, London (England). October 1967. 65p. Available from Institute of Personnel Management, 5 Winsley Street, Oxford Circus, London W.1, England (10s. 6d.).

In this introductory work, the main principles on which British companies are basing management development programs are presented, and some of the more

important problems and issues are discussed. Essential stages in assuring a supply of effective managerial talent are set forth; program planning based on clear objectives and communication; assessment of present and future managerial needs through job descriptions, personnel specifications, and other means; appraisal of existing human resources in terms of education, qualifications, and experience; participation by both superiors and subordinates in reviewing managerial performance; coaching, job rotation, lectures, the case method, and other techniques of on-the-job and formal training; and a sound and flexible recruitment policy, especially in dealing with liberal arts and business school graduates. The role of superiors, organizational structure and climate, and the threat of managerial obsolescence are seen as crucial environmental influences on the quality of management. (Document includes appraisal and job description forms.) AC 003 002

A DISCUSSION BETWEEN JACK HENDERSON, DIRECTOR OF ISM, AND ERIC THORNE, DIRECTOR OF EDUCATION, ISM (In Industrial Training International v2 n11 p459-465, November 1967). Henderson, Jack and Thorne, Eric. November 1967. 7p.

A center is needed in Great Britain to coordinate supervisory training and carry on research and teacher training, following the example of Sweden where supervisory training is not just a series of courses but is a total experience in the firm. A supervisor must be involved in his training and have his role integrated with that of management. He must be part of the management team. AC 001 630

MANAGEMENT DEVELOPMENT-- A CONCEPTUAL CONTINUUM; PUTTING MANAGEMENT TRAINING INTO ORGANIZATIONAL PERSPECTIVE. Reeves, Elton T. In Training and Development Journal v22 n9 p29-35 September 1968. 7p.

Management development programs tend to concentrate on bright young men before they become managers, while ignoring the older and established executives. Since managers are extremely important in any company, management development should be a very important line function. Any manager must recognize the proper balance between teamwork and individualism, in regard to both his subordinants and himself. There is a danger in allowing the staff management developers to be visualized as trainers, rather than as consultants. The staff development worker should be able to relate effectively to every level of employee. A good manager will spread his energy equally into all facets of management development. AC 002 823

DEVELOPING THE INDUSTRIAL STATESMAN; THE CURRENT STATUS OF EXECUTIVE DEVELOPMENT --AND A PREDICTION FOR THE FUTURE. Kursman, Paul A. In Training and Development Journal v23 n4 p28-32 April 1969.

An article on developing the industrial statesman discusses (1) the rapid growth and expansion of executive development in the postwar years; (2) the need for executive development in small as well as large firms; (3) the "professionalization and scientification" of management development; (4) the trend toward merit promotion; (5) the increasing view of management development as a continuous process; (6) the integration of scientific management and behavioral influences with modern comparative thinking; and (7) the interdependence of the corporation and the university. AC 004 297

LEADERSHIP TRAINING; SOME DYSFUNCTIONAL CONSEQUENCES. House, Robert J. In

Administrative Science Quarterly v12 n4 March 1968. 16p. Available from the Graduate School of Business and Public Administration, Cornell University, Ithaca, New York.

Effects of leadership training depend in part on three specific social influences (formal authority system, exercise of formal authority by superiors, and primary work group); conflict between these influences and the attitudes or behavior taught in training account for many dysfunctional consequences. Studies indicate that when these influences do not support the prescriptions taught, there may be increased trainee role conflict, trainee grievances and turnover, stress between trainee and the superiors with whom he must interact, and decreased job performance. It seems that the consequences of leadership training depend on the degree to which these influences are viewed by the trainee as motivations to learn and the degree to which they reinforce the learned behavior. Other variables remaining constant, the effects of training can be predicted from organization structural factors. The cited influences can be assessed from (1) their congruence with the prescriptions of training, (2) the clarity of their relevance to trainee reward and punishment, and (3) their tendency to induce trainee anxiety. AC 003 509

ORGANIZATION DEVELOPMENT; THE NAME OR THE GAME? Goodacre, Daniel M. In Training and Development Journal v23 n5 p22-5 May 1969.

Manager selection, personnel development by formal and informal means, organization (developing and maintaining the elements needed to understand the structure of work and the delegation of authority and responsibility), management methods of planning, directing and controlling work, and improved interpersonal relations and communication through training in group dynamics, are set forth as basic interlocking components of organizational development for industrial training and development personnel. AC 004 267

INSURANCE RECRUITING TAKES A STEP BACKWARD. Murray, Michael. In Journal of College Placement v29 n3 p96-102. February-March 1969. AC 004 635

AMERICAN MANAGEMENT ASSOCIATION CONFERENCE AND EXHIBIT ON EDUCATION AND TRAINING. (3d, New York, August 8-11, 1967). American Management Association, 135 West 50th Street, New York, New York 10020. 1967. 26p.

This summary of the plenary sessions of the American Management Association's Third Annual Conference and Exhibit on Education and training features discussions of the motivational aspects of the learning process, the social and technological dimensions of educational and instructional television, the current role of audiovisual devices in learning, the present state of educational "hardware" and "software", the measurement of educational effectiveness, trends in tests and testing, and means of assessing public school education in America. Addresses on public universities in America, the financing of education in urban areas, and useful areas of partnership between education and industry in promoting computer assisted instruction are included. AC 001 676

A PATH TO MANAGEMENT DEVELOPMENT AND TO THE MEASUREMENT OF ITS GROWTH (Personnel Research Series). Harmon, Francis L. U. S. Department of Agriculture, Personnel Research Staff, Washington, February 1963. 54p.

Requirements of a sound training program are -- (1) awareness by participants and supervisors of specific training objectives, (2) encouragement of attention to employees' development needs, (3) integration of training with operations, and (4) adequate follow-up by supervisors and training staffs. AC 000 562

VI. METHODS - GENERAL

METHODS AND TECHNIQUES OF ADULT TRAINING, Current Information Sources No. 7. ERIC Clearinghouse on Adult Education, Syracuse, New York. December 1967. 21p EDRS Order Number ED 013 429, price in microfiche $0.25, in hard copy $1.15.

This annotated bibliography on adult training contains 35 indexed items, many with abstracts, in such areas as military training, management development, and vocational education and retraining, and on such methods, techniques, and related aspects as research methodology, training costs, correspondence study, programed instruction, training objectives, and terminology.

THE DEVELOPMENT OF A CONCEPTUAL SCHEME FOR ANALYZING AND CLASSIFYING METHODS, AND ITS APPLICATION TO SELECTED METHODS USED IN TRAINING IN INDUSTRY. Cohen, Charles Solly. Columbia University, New York, New York. Ed.D.Thesis. 1964. 213p. University Microfilms Order Number 65-4722, price in microfiche $2.80. in Xerography $9.70.

The heart of this study is a conceptual scheme for analyzing and classifying industrial training methods in terms of a "reality" scale and a "feedback" scale. The scales are based on a structural analysis of educational experience in the learner, the agent(s), the time span, the process stimuli, process behavior, the criterion stimulus, and the criterion behavior. Methods are seen as a function of relationships between process and criterion elements, and between process stimuli and process behavior. Interaction between criterion elements, and between process stimuli and process behavior. Interaction between criterion elements and process elements constitutes the "reality" dimension; the influence of process behavior on process stimuli constitutes the "feedback" dimension. Educational experiences can be analyzed, the methods ranked, with these scales. The scheme is applied to business gaming and case discussion, and ratings on the two scales are suggested for each method.

A STUDY OF MANAGEMENT TRAINING TECHNIQUES USED BY LARGE CORPORATIONS. (In Public Personnel review, v28 n1 p31-35, January 1967. 5p.

According to a study of management training and development within large corporations, the three most popular training techniques used are on the job, conference and discussion, and job rotation. In addition to inside training, several corporations sponsor management courses at universities and seminars planned by professional and trade associations. In the last three years, college placement bureaus were the most productive source of management trainees. Eighty-nine percent of the respondents indicated that they used this recruitment technique. The document includes three tables. AC 002 274

THE MULTI-METHOD PATTERN FOR SHORT COURSES. Continuing Education Report, No. 14. Chicago University, Illinois. 1967. 6p. Available from the University of Chicago Studies and Training Program in Continuing Education, 5835 Kimbark Avenue, Chicago, 60637.

Columbia University's Program of Continuing Education of the School of Public Health and Administrative Medicine has conducted short courses for administrators and middle management personnel of hospitals. The courses have combined individual home study and study in group situations. For nine years a twelve-month Basic Hospital Administration course was offered in which initial and final sessions of two weeks each were held at the University and the intervening eleven-month studying was done by correspondence between students and faculty and by individual guidance from a local experienced administrator called a preceptor. A second course, Management Development, similarly structured but for the middle management personnel, was offered three times with changes in such matters as curriculum content each time. The courses included home study, a preceptor arrangement, and an on-campus or conferenced portion. The very low dropout rates and the gratifying results give evidence for recommending such a three-dimensional approach to structuring job-related courses for adults wherever possible. AC 001 468

TEACHING FUTURE SALES MANAGERS HOW TO MANAGE; A METHOD FOR TEACHING SALES ORGANIZING, PLANNING AND CONTROLLING. Dies, Robert P. In Training and Development Journal v23 n1 p24-6 January 1969.

Educational techniques were developed to help line executives train first line supervisors in modern sales management theory and practice. A first attempt at critique and feedback resulted in the need for planning a more basic program: theory, concept clarification, practical application, and evaluation. Training specialists conducted group sessions on theory and presented a team test of sales management. Regional managers led the following session on test correction and practical application of concepts. During the interval between training sessions the men applied learnings to their own work, and prepared presentations of their results. The next training session revealed excellent analysis of zones sales results, confident and enthusiastic trainees, and development of individual sales planning, organizing and controlling programs. AC 003 736

RATIONAL TRAINING, A NEW METHOD OF FACILITATING MANAGEMENT AND LABOR RELATIONS. (Reprinted from Psychological Reports 20/1267-1284, 1967). Monograph Supplement Number 2-V20. Ellis, Albert and Blum, Milton L. 1967.

Rational training is a method of teaching basic principles of interpersonal relations to groups of individuals and is particularly applicable to all levels of management in business and industry, to labor officials, to military personnel, and to others who work in the area of "people contact". It differs significantly from sensitivity training, group psychoanalysis, and conventional management training courses. It specifically shows members of the training session how to eliminate fears of failure, how to be more tolerant and less hostile, how to gain their own unqualified self-acceptance, and how to achieve high frustration tolerance. Rational training differs from most group training in that directiveness, activity, structuring, authoritativeness, and homework assignments are employed. An illustrative protocol demonstrates some of the details of how rational training actually works. AC 002 313

SOME TRAINING IMPLICATIONS OF LARGE SHELTERS. Bend, Emil. American Institute for Research, Pittsburgh, Pennsylvania. Clearinghouse for Federal Scientific and Technical Information Order Number AD-645-286, price in microfiche $0.65, in hard copy $3.00. September 1966. 43p.

Based largely on AIR research on shelter management simulation, an analysis was made of the impact of the large, complex shelter on shelter management training needs. The large shelter requires the type of leadership that only those who already have supervisory skills can supply. Such people are neither attracted nor helped by the usual shelter management training course. The object of this course should be to reveal the complexity of the large shelter and its problems and to identify differences between peacetime and emergency management. It is recommended that training for shelter managers include a session in which trainees develop a plan for a large, complex public shelter, and a simulation game played during the occupancy exercise in which the students assume the role of an executive cadre. The document includes charts on organization, information exchange, and typical problem areas in the simulation exercise.

SUPERVISORY TRAINING, AN EVALUATION OF ON THE JOB METHODS (In Training and Development Journal v20 n9 p44-52 October 1966. Manske, Fred. A., Jr. October 1966 9p.

Coaching, job rotation, and developmental assignments are effective methods of on the job first-line supervisory training because they fulfill learning requirements, afford continuous and individual instruction, and permit learning by emulation and identification with competent supervisors. Coaching is notable economical and efficient. Job rotation (preferably conducted before promotion) promotes overall understanding of production management techniques, exposes special skills of trainees, and brings new ideas into training departments. Filling in for absent supervisors tends to motivate self-improvement and develop supervisory skills and initiative. Special assignments broaden knowledge and help develop analytical, planning, and writing skills. Understudy assignments involve assisting a department manager. Major disadvantages are these -- (1) coaching may present learning out of sequence -- (2) job rotation after promotion may impair morale in departments involved -- (3) filling in is often opposed by unions -- (4) assignment of understudies may create confusion and perpetuate inefficient procedures. Document includes 22 references. AC 000 547

AN EVALUATION OF THREE ADULT EDUCATION METHODS FOR DISSEMINATING TRADE INFORMATION TO MISSOURI RESTAURANT OPERATORS. Welch, John Murshon. Florida State University. Ph.D.Thesis. 170p. 1961. University Microfilms Order Number 61-3,651, price in microfilm $2.75, in Xerography $7.80.

This is a study of the application of the adoption concept to the evaluation of adult education processes in restaurant management and the analysis of certain characteristics of those who adopted the practices recommended. Individual characteristics included socioeconomic status, social participation, age, sex, managerial experience, and education. A group method (the Restaurant Management Clinic) and a mass media application (distribution of an extension circular) were tested, and these were combined to form still another process. Three treatment groups and a control group were used, and data were collected in followup interviews with 100 respondents. Each process tested produced significant adoption gains; no gains were made by the control group. The clinic proved significantly better than the extension circular; which was, in turn, significantly better than dependence on indirect influences to diffuse trade information. Supplementing the clinic with the circular did not produce significant gains. For the clinic group, none of the individual characteristics tested proved to be significant. In the circular group and the control group, socioeconomic status, social participation, and education were significant. No operative channels for indirect diffusion of trade information were indentified.

THE EXECUTIVE'S MEETING MANUAL; RESEARCH INSTITUTE STAFF RECOMMENDATIONS. Research Institute of America, New York, New York. 1965. 64p. Available from Research Institute of America, Inc., 589 Fifth Avenue, New York, New York 10017

This manual for executives includes do's and don't's about meetings -- how to get more out of them, staff meetings and conferences, committees, effective discussion leadership, company-wide meetings, sales meetings and conventions, and banquets and receptions. AC 00 834

THE PURSUIT OF EXCELLENCE (Reprint from Sales Management, The Magazine of Marketing, March 18, 1966.) McAllister, Joan. 18 March 1966. 8p.

The Managerial Grid is usually a five-day seminar teaching a technique to solve management's problems. Grid theory distinguishes three universals in any organization -- 1) people, 2) purpose (production of goods or services), and 3) hierarchy (managers). The interaction of these universals is graphically demonstrated by plotting on the grid the point where a manager's concern for people meets his concern for production and reveals his managerial style. Five follow-up phases of the basic Grid training are used to deal with specific problems. Dr Robert R. Blake and Dr. Jane S. Mouton have developed the Managerial Grid over the past ten years. (Document reprinted from Sales Management, March 18, 1966.) AC 001 851

VII. METHODS - HUMAN RELATIONS, GROUP TRAINING

THE EFFECT OF A TEAM HUMAN RELATIONS TRAINING LABORATORY ON THE PRODUCTIVITY AND PERCEPTIONS OF A SELLING GROUP. Zenger, John Hancock. University of Southern California. D.B.A.Thesis. 1967. 176p. University Microfilms Order Number 68-5887, price in microfilm $3.00, in Xerography $8.00.

Objectives of this study were to establish that the climate and behavior in work groups can be changed, assess the relationship between productivity and perceptions in such groups, and evaluate the use of team training in bringing about change relating to organizational goals. The two-year study used experimental and control groups of insurance agents, together with supervisors and other managerial personnel. Conventional training was applied to one control group to counteract the Hawthorne effect. Experimental training included three-day team training laboratories and followup sessions involving agents, first-line managers, and their superiors. Measurements of productivity were made before, during, and at the end of the experiment. Agents' incomes increased and the organizational unit rose in overall company rankings as a result of training; positive changes in perceptions of one's superiors and one's peer group also were produced. General conclusions include the following: (1) the experimental procedures contributed to increased productivity; (2) training laboratories involving the lowest level of the organization had greater impact than those with management only; (3) team training laboratories resulted in a general overall positive change in perceptions.

SELF-DIRECTED CHANGE; TWO STUDIES. Kolb, David A. and others. 19p. In Journal of Applied Behavioral Science v4 n4 October-November-December 1968.

These studies describe two experiments testing the effectiveness of a new procedure for self-directed behavior change in a self-analytic group and investigating the effects of variations in the change technique. In both studies, graduate students in industrial management selected personal change goals and worked to achieve them during weekly or biweekly group meetings. Initial commitment to the goal was significantly related to change for subjects in both experiments. The subjects in groups where exchange of feedback about the projects was encouraged reported significantly more change than did subjects in groups where the projects were not discussed. Where subjects were encouraged to discuss the projects, the amount of discussion of the individual's project in the group during the second half of the semester was significantly related to self-perceived change and to group leaders' ratings of change.

EFFECTIVENESS OF T-GROUP EXPERIENCES IN MANAGERIAL TRAINING AND DEVELOPMENT. Campbell, John P. and Dunnette, Marvin D. 32p. In Psychological Bulletin v70 n2 p73-104 August 1968.

Research studies relating T-group experiences to the behavior of individuals in organizations are reviewed in depth. Attention is also devoted to summarizing the stated objectives of the method and its technological elements. In addition, speculation is offered about the nature and viability of implicit assumptions underlying T-group training. Examination of the Research literature leads to the conclusion that while T-group training seems to produce observable changes in behavior, the utility of these changes for the performance of individuals in their organizational roles remains to be demonstrated. More research has been devoted to T-group training than to any other single management technique; however, the problems of observation and measurement are considerably more difficult in T-group research than in most other areas.

THE IMPACT OF ORGANIZATIONAL TRAINING LABORATORIES UPON THE EFFECTIVENESS AND INTERACTION OF ONGOING WORK GROUPS. Friedlander, Frank. 19p. In Personnel Psychology v20 n3 p289-307 Autumn 1967.

The impact upon four work groups which participated in organizational training laboratory sessions was evaluated in comparison with eight similar groups which did not participate. Criteria were six-factored dimensions, each composed of items gathered from earlier interviews which group members perceived as problems. Significant changes occurred in training groups on the following three dimensions--group effectiveness, mutual influence, and personal involvement. No significant changes occurred in leader approachability, intragroup trust, or the evaluation of group meetings. The relevance of a work unit participating in training as a total group, rather than each member participating in a separate session, was discussed.

INDIVIDUAL CHANGE IN A MANAGEMENT DEVELOPMENT PROGRAM. Valiquet, Michael I. 13p. In The Journal of Applied Behavioral Science; v4 n3 p313-25 1968.

A study was made of actual changed behavior and attitudes on the job of employees of a large industrial concern one year after they had participated in laboratory training. A second purpose was to test the reliability of an evaluation instrument developed by Miles and Bunker and to add to the body of normative data on differential learning outcomes of laboratory training. A sample of 60 experi-

mental subjects and a matched-pair control group were chosen and data were collected by an 'open-ended perceived-change' questionnaire completed by five persons who worked closely with each employee. Co-workers rated the participants as improving significantly in effective initiation and assertiveness, in capacity for collaboration and operational skill in interpersonal relations, and in diagnostic awareness of self and the ability to fulfill perceived needs.

LABORATORY TRAINING IN HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR. Harrison, Roger, and Oshry, Barry. National Education Association, Washington National Training Laboratories. 1967. 41p. EDRS Order Number ED 011 370, price in microfiche $0.25, in hard copy $2.15.

A series of studies investigated the effects of laboratory training in human relations on the organizational behavior of middle managers. Through repeated factor analysis the Organizational Behavior Describer Survey (OBDS) was developed, on which a manager and his associates could describe his behavior. The OBDS permitted ratings on Rational-Technical Competence, Verbal Dominance, Consideration and Emotional Expressiveness. Studies of 357 managers in 4 populations showed no significant changes in organizational behavior following training. However, there were positive relationships between involvement in the laboratory and increases on the Consideration scale. There were small correlations between behavior in the organization and in the training laborabory. Determinants of organizational behavior seem to be situational and strong barriers to the transfer of attitudes from the training laboratory to the organization may exist. Training may lead to multidimensional and multidirectional changes. The document includes sample questions, tables of correlations, and 13 references.

HUMAN RELATIONS, 1968 STYLE. Strauss, George. In Industrial Relations v7 n3 p262-76. Mary 1968. 15p.

As compared to the human relations movement of the 1940s and 1950s, contemporary human relations has more sophisticated research tools, stresses managerial over blue-collar personnel and self-actualization over social needs, and asserts the value of T group training, normality of conflict, efficacy of problem-solving, and the organizational development approach to bureaucracy. Both the older and the newer theories are concerned with morale and leadership, feelings and sentiments, and face-to-face relationships in group settings. They are normative and optimistic and look toward change through management rather than through revolution from outside or below. Taken as a group, the human relations theories reviewed here, useful as they are, seek a single universal method of management and play down or ignore differences in people, culture, and technology. The model organization, marked by consensus, cooperative group relations, and high interaction yet conducive to individual freedom and growth, is philosophically consistent but unrealistic. The document includes 63 footnotes. AC 002 539

ISSUES IN HUMAN RELATIONS TRAINING. SELECTED READING SERIES, 5. Weschler, Irving R., Editor, Schein, Edgar H., Editor. National Training Laboratories, Washington, D. C. 1962. 130p. Available from National Training Labs., Washington, D.C., 1201 16th ST., N.W. 20036, price $2.00.

A collection of papers written between 1947 and 1961 covers major issues in human relations training the role of the trainer; training versus therapy; the

preparation of trainers; the evaluation of outcomes; structured and unstructured problem-solving methods; group process problems in sensitivity training. The acceptance of such training within formal organizations instrumented laboratory training. A model is presented of the process of institutional influence on behavior change. Other concerns are the logic of executive team training, ethics and responsibility in human relations training, and the status of the laboratory human relations training field. AC 003 103

USING THE LABORATORY METHOD TO TRAIN CONSULTANTS AND CLIENTS. Steele, Fred I. In Training and Development Journal v23 n6 p10-16 June 1969.

The author focuses on his own observations and experience in the training of organizational consultants through staff work in T groups and similar settings and and in T group training for clients. Positive features of T groups for consultant training (rapid feedback, economy, reciprocity, manageability, opportunities for practical application in collaboration with other staff) are explained. Benefits to clients are seen in increased self-awareness, understanding of difficulties in achieving organizational change, and acceptance of organizational consulting as a process. T group limitations of time and scale are noted, together with potential mislearnings and oversimplifications by participants. It is concluded that self-conscious in-role experiences (actual consultation or actual client activity in a T group or other system) are most likely to generate data that are perceived, dimensionalized, and available for association to other places and times. Twenty references and related readings are included. AC 004 508

LABORATORY TRAINING AND SUPERVISORY ATTITUDES. (In Psychological Reports v20 n2 p618 1967.) Asquith, Ronald H. and Hedlund, Dalva E. 1967. 1p.

The Leadership Opinion Questionnaire and the Supervisory Index were administered to 20 management trainees before and after a special training program which included a one week T-group. Only one of the six subtests on both scales showed a significant change. Laboratory training did not produce attitudinal changes in trainees which were detectable by these instruments. The document includes two references. AC 002 266

OPERATION SPRINGBOARD, FOR MANAGERIAL DEVELOPMENT, PART 1. (In Personnel Journal, v46 n4 p214-218, 245, April 1967). Pigors, Paul and Pigors, Faith. April 1967. 8p.

The purpose of Operation Springboard is to promote productive interaction by group discussion to help supervisors and managers test and use abilities such as expressing independent throught orally, thinking clearly and logically, maintaining curiosity and flexibility, and noticing differences (as perceived by oneself and by other participants) between first thoughts, second thoughts (usually modified by reason), and third thoughts (modified in the course of discussion). This approach employs numbered statements which, ideally, connect with familiar work experiences of conferees, elicit clear-cut attitudes and strong feelings of personal involvement, and draw a range of reactions and opinions ranging from agreement through doubt to disagreement. The number of participants should be between 10 and 25, and round-table or similar seating is recommended to promote productive discussion. Functions of the leader should include building rapport, serving as a resource person, clarifying discussion, budgeting time, and organizing summaries. Two sessions, each about 2 hours long, are recommended, with periods for planning, preparation, explanation of objec-

tives, small group interaction (second session), and both the first-session evaluation and the final assessment. AC 000 506

EXPERIMENTS WITH T GROUPS IN MANAGER EDUCATION FOR ENGINEERS. South, Oron. In Journal of Engineering Education v59 n8 p953-956 April 1969. AC 004 810

INDUSTRIAL HUMAN RELATIONS, A SELECTED BIBLIOGRAPHY. (7th Rev.Ed.). Weschler, Irving R. and others. California University at Los Angeles. Institute of Industrial RElations. Graduate School of Business Administration. 1961 39p. AC 000 198

IMPROVEMENT THROUGH INSIGHT. (In Training in Business and Industry v5 n5 p50-51ff/ May 1968.) Baker, Larry. May 1968.

Personal effectiveness workshops developed for managers and salesmen by New York training consultants use a structured variation of the T-group method of sensitivity training to induce participants to speak frankly about each other's weaknesses, and thus help trainees to gain more useful insight into the effect of their behavior on others. In contrast with pure T-group programs, the workshops are nonresidential, relatively brief, and accompanied by private, individual counseling from group leaders. Participants, eight to ten in each workshop, are drawn from the same job level. There are three consecutive sessions -- a group task, role playing, and introspection and criticism. In an 18-month study of personal effectiveness training by a Wall Street investment firm, trainees increased their monthly gross commissions by 69 percent (versus an average New York Stock Exchange volume increase of 37 percent) and earned monthly gross commissions 41 percent greater than the office average. The document includes a photo and two charts. AC 002 402

ANOTHER LOOK AT HUMAN RELATIONS TRAINING, LEADERSHIP STYLE AND INCREASED PRODUCTIVITY. (In Training and Development Journal v22 n2 p2-10 February 1968.) Hunt, J. G. February 1968. 9p.

Research in leadership training and its relationship to increasing the productivity of a firm is discussed. Studies in human relations training reveal that supervisory behavior can be changed, and that there is a lack of measurement of productivity and a need for careful training evaluation. Fiedler has developed a model which indentifies two leadership styles -- task oriented, in which satisfaction is gained through successful task completion, and human relations oriented, in which satisfaction is gained from successful interpersonal relations. When dimensions of a group or task situation are measured, an evaluation of appropriate leadership style can be made. The three dimensions of leader-member relations, task structure, and position power are combined in eight different combinations to measure favorableness toward the leadership style. To test this model in a business organization, data were obtained from five samples in three organizations. Results were in the direction predicted by the model in all but one case. These findings can best be used in training to vary the kind of leadership training according to the group task and to train supervisors to diagnose group tasks in terms of the model so they can modify their leadership style. AC 002 131

CONFRONTATION AS A TRAINING DESIGN IN COMPLEX ORGANIZATIONS, ATTITUDINAL CHANGES

IN A DIVERSIFIED POPULATION OF MANAGERS. (In Journal of Applied Behavioral Science v3 n4 p525-547. December 1967). Golembiewski, Robert T. and Blumberg, Arthur. December 1967. 23p.

The confrontation technique has been used successfully in training designs in complex organizations, and this study, in which the technique induced favorable attitudinal changes in the marketing area of a large firm, reinforces and extends existing experience. The design required the exchange of "images" between individuals or organization units. The public sharing of these data apparently reduced the amount of unfinished business, freed up organization members, and led to favorable attitude changes. The design and results of this study are distinguished from other reports in the literature, particularly in four senses -- (1) it dealt with several functionally related departments, (2) it encompassed several hierarchical levels down to the first level of field supervision, (3) the cooperation of the participants permitted an unusually wide variety of data to be gathered, and (4) the confrontation experience was part of a large and long-range program of organization change. AC 002 077.

MANAGERIAL GUIDELINES TO SENSITIVITY TRAINING. (In Human Relations in Management. Huneryager, S.G. and Heckmann, I.L., Cincinnati, Ohio, South-Western Publishing Company, 1967 p780-792.) This, Leslie and Lippitt, Gordon L. 13p.

To answer the organization leaders' question, "Is sensitivity training desirable for my organization?" this article discusses sensitivity training, how it is accomplished, why it seems so mysterious, its contributions to organization goals, the kinds of problems it can affect, various approaches and management's role. AC 001 294

EFFECTS OF FEEDBACK ON INSIGHT AND PROBLEM SOLVING EFFICIENCY IN TRAINING GROUPS. (Reprinted from Journal of Applied Psychology v43 n3 p209-211 1959.) Smith, Ewart E. and Kight, Stanford S. 1959. 3p.

A study was made to test the hypotheses that feedback and subgroup structure will increase group productivity and self-insight. A five-day management training course was prepared for 54 male and 49 female supervisors. Experimental groups had three-person feedback subgroups which gave each other personalized feedback on their behavior in the group. One control group had similar subgroups which met and discussed the course. The second control group had no subgroups during the course. At the end of the course, subgroups of all the groups were tested on problem solving ability and self-insight and they rated the course on several scales. The two control groups showed no differences, indicating that subgroup structure did not have the hypothesized effect on learning. Feedback consistently produced greater problem solving efficiency, although the data did not show whether the individuals in general or the particular groups they were in became more efficient. Insight appeared to increase with increased time in feedback groups. The feedback groups rated the training program significantly lower than the control groups, indicating that conferee ratings may not be an adequate basis for evaluating such courses. AC 000 807

REPORT TO SAED OF GESAED-BUHRC TRAINING STUDY. Harrison, Roger and Oshry, Barry. 1966. 30p. EDRS Order Number ED 011 630, price in microfiche $0.25, in hard copy $1.60.

A research study conducted by the Small Aircraft Engine Department of General

Electric and Boston University Human Relations Center explored the personal characteristics of 47 T group participants. Predictor measures were formed before training. At the end of each laboratory each member and the trainers rated every other member on group behavior. The relationships between predictor scores and behavior measures and the characteristics of T group contributors are described. Part II discusses changes in organizational behavior as measured by Organizational Behavior Description Surveys made of each participant by a superior, a peer, and a subordinate before and 6-8 weeks after training. Conclusions -- There were changes in participants' work behavior after training. They became more emotionally expressive and some became more open. Persons whose basic interpersonal style is open profited most from laboratory training, but training programs for basically closed people should be developed. A conceptual framework for research and brief descriptions of research instruments are included.

MANAGEMENT DEVELOPMENT IN "UNSTRUCTURED" GROUPS. (Reprinted from California Management Review v1 n3 p66-72 1959.) Ferguson, Charles K. 1959. 7p.

The unstructured group as an instrument for management development is being used more widely all the time by large business, industrial, social, and governmental organizations. They create an unparalleled opportunity for managers to "see" complex dynamics of interaction between and among self and others in a context of group organization. The chance to participate in, and observe, the dramatic development of structure as it emerges in an unstructured group, and to evaluate its consequences, offers the most pertinent kind of learning opportunity for managers. AC 000 593

ORGANIZATIONAL PROCESSES AND THE DEVELOPMENT OF MANAGERS: SOME HYPOTHESES. Patten, Thomas H., Jr. In Human Organization v26 n4 p242-255 Winter 1967.

A report on a study of management designed to develop some working hypothoses on the role of original processes in the development of managers. The study is based on interviews with 79 managers in a large company employing more than 100,000 persons. Annual compensation of the managers ranged from $15,000 to $100,00 with an X of $30,000 to $35,000. The principal method used was a semi-structured or focused interview, with questions designed to discover attitudes on: (1) individual performance; (2) developmental experiences; and (3) the problem of getting outstanding men. A pattern emerged re a standard hyphened as: How much does a manager's performance contribute to the control of the production process? The size of the company and the attendant physical distance between the processes is another factor determining the form of the pattern. Finally, there is an important distinction between "routine" and "critical" work. It is concluded that the development of managers must take these distinctions into account as well as the socio-psychological fact that the management development situation brings 2 personalities together and that development is as much dependent upon this relationship as upon the position itself. AC 004 802

T-GROUP LEARNINGS FOR GROUP EFFECTIVENESS; USING LAB METHOD FOR "NEWER" VALUES IN COHESIVE WORK GROUPS. Eitington, Julius E. In Training and Development Journal v23 n5 p44-47 May 1969.

Problems and characteristics of participation in management T groups are examined, with attention to the trainer's role in encouraging fuller participation. Potential objectives of participation are also suggested: tapping the total resources of the group; helping the growth of both the more reticent and the more

verbal members; getting support for decisions; ventilating and exploring feelings; building trust and intimacy; and encouraging risk-taking. Finally, applications of group learning to an organizational setting are noted. Eight references are included.

VIII. METHODS - SIMULATION

BEHAVIORAL INSIGHTS AND MANAGEMENT GAMING; USING A QUESTIONNAIRE FOR BEHAVIORAL FEEDBACK IN MANAGEMENT GAMING. Fleming, John E. In Training and Development Journal v23 n2 p14-21 February 1969.

A questionnaire was used to study individual and team behavior in a computer-scored management game of medium complexity. The first section explored group effectiveness (formal organization, communication, leadership, decision making); The second dealt with interpersonal relationships (formation of subgroups or cliques, types of relationships, frequency and cause of conflict). Answers were recorded on each individual's questionnaire to provide feedback concerning perceptions and viewpoints of other team members. A comparative summary between teams was also made. Written comments by participants were generally favorable. Questionnaire data appeared to be realistic, with characteristics of both consistency and variability within teams.

DYNAMIC MANAGEMENT EDUCATION, AN INTRODUCTION TO THE SELECTION, CREATION AND USE OF CASES, IN-BASKET EXERCISES, THE ACTION MAZE, BUSINESS GAMES AND OTHER DYNAMIC TECHNIQUES. Zoll, Allen A., 3rd. 1966. This document, in loose-leaf form, is available from Management Education Associates, 2003 33rd Street South, Seattle, Washington 98144.

Management teachers in business, government, or colleges can be more creative in their teaching methods by thinking about educational methods, creating materials better suited to educational purposes, and experimenting in the classroom with the goal of making education more exciting. Management educators at the Boeing Company found that the key to learner interest is his active participation in the learning process. Techniques that can be used include the case method, in-basket exercises, (general management, management development, and control function exercises), the action maze (the Joe Bailey situation and human relations maze), and general management business games (Operation Interlock, creating a functional game, Material Management Simulation, exercise in money and banking, Operation Suburbia.) AC 000 140

HOW TO USE THE CASE STUDY IN TRAINING FOR DECISION MAKING. Willings, David R. 1968. 273p. Available from Business Publications Ltd., Mercury House, Waterloo Road, London S.E.1, England. Price 55 shillings.

This book examines in depth the proper use of case studies in training managerial decision makers and defines the conditions under which one method of preparation and presentation is to be preferred to another. The first part defines the varying types of case study and their comparative advantages. The second part examines the process of decision making and shows how the case study can here act as a sensitizing agent. Part three is concerned with the use of case studies and with how they may be tailored to the requirements of individual companies. Preparation of the case study is covered in Part four. The fifth part is devoted to the presentation of the case study; several methods (discussion techniques

role playing, participation techniques, simulated management technique, and apex technique) are described and evaluated. Part six presents five specimen case studies -- two organization studies and three individual studies. A bibliography is included. AC 003 019

SIMULATION GAMING FOR MANAGEMENT DEVELOPMENT. McKenney, James L. Harvard University, Boston, Massachusetts, Business School. 1967. 189p. Available from Division of Research, Harvard Business School, Soldiers Field, Boston Massachusetts 02163. Price $4.00.

The present Harvard Business School Management Simulation Game was developed as a teaching device for classes of 20 or more students grouped into four- and five-man teams called "firms". Each firm competes with others in an "industry," an economic abstraction of a consumer goods market programed to be simulated on an electronic digital computer. Budgets prepared by each firm are run to produce a set of accounting statements on which the participants determine the next set of moves. The model requires about ten hours of individual analysis per move, with three hours allowed for each move. The faculty acts as the Board of Directors, raising questions and probing students' reasons for their decisions. The simulation was developed to integrate the functional courses of marketing, production, and finance into an overall strategy implementation exercise, to involve participants in the utilization of analytical techniques in a dynamic problem solving activity, and to require individuals to cooperate and communicate over a period of time to solve a complex problem. War gaming as the basis for business gaming, the evolution of the simulation model, and how it has been used in various business games are discussed. AC 002 029

ENTHUSIASM, INTEREST, AND LEARNING, THE RESULTS OF GAME TRAINING, A STUDY OF SIMULATION TRAINING AT THE UNIVERSITY OF COLORADO. In Training and Development Journal v21 n4 p26-34 April 1967. Steinmetz, Lawrence L. and Patten, Ronald J. April 1967. 8p.

At the University of Colorado's School of Business, an evaluation was made of gaming as an effective training device for lower ranking management and rank-and-file personnel. Participants were college students and part-time students, believed to be like persons involved in management training programs and programs for rank-and-file employees. The course was introductory accounting, decisions being made on finance and distribution functions of a business firm. Through an accounting feedback system, these decisions resulted in financial data to be used in making further decisions. Learning and attitudes were compared with those of students taught the same material by the same professors using the traditional practice set. The game participants tended to surpass their expectations, appeared to learn more, liked the course, and seemed to be influenced toward choosing a business career. The non-game participants' experience failed to meet their expectations of the course. Companies interested in training employees in mechanistic routine work would do well to consider the use of games to stimulate interest and reduce the expense of training (by reducing the number of dropouts and from the economies of the self-teaching aspects.) AC 000 488

ORGANIZATIONAL LEARNING, OBSERVATIONS TOWARD A THEORY. (Reprint from Administrative Science Quarterly v1 n10 p175-203, 1963). Cangelosi, Vincent E. and Dill, William R. 1965. 29p.

This paper analyzes learning processes of a seven-man team during a semester's involvement in a complex management decision exercise. Four phases of organizational development are identified and discussed. AC 000 387

A STUDY OF THE EDUCATIONAL VALUE OF MANAGEMENT GAMES. Raia, Anthony P. In The Journal of Business v39 n3 p339-52 July 1966. 4p.

Specific aims of this study were to develop more objective criteria for validating management games; to appraise the benefits, if any, resulting from participation in a game; and to determine the impact that game complexity might have on any benefits that result from such participation. Seniors at the University of Maryland were equally distributed among five sections of a business policy course, each covering the same subject matter. One professor taught one section, while the other sections were divided between two other professors. The principal instructional technique (case analysis coupled with selected readings) was supplemented by a flexible management game. Two experimental groups and a control group were used. Data were gathered by questionnaires, observation, and the Semantic Differential. Findings indicated that, when used as a supplementary teaching aid, the games enhanced learning and heightened interest and motivation; that a relatively simple game provided essentially the same benefits as a more complex one; but that the games did not develop more favorable attitudes toward the course or facilitate the attainment of stated course objectives. (The document includes footnotes and seven tables.) AC 002 938

CHANGING BEHAVIOR THROUGH SIMULATION, AN ALTERNATE DESIGN TO T-GROUP TRAINING. In Training and Development Journal v21 n8 p38-52August 1967. Bartlett, Alton C. August 1967. 17p.

A program to improve the interpersonal competence of corporation managers intended to avoid the problems of the T-group approach, is described in detail. To improve communication between individuals, two techniques which provide the best simulation are used -- the case method and role playing. The importance of feedback is stressed. AC 001 236

BREAKTHROUGH IN LABOR RELATIONS TRAINING. Lasagna, John B. In Management of Personnel Quarterly v5 n4 p38-41 Winter 1967. 4p.

The labor relations training workshop involves a series of labor relation problems, introduced at random, within a second simultaneous training program. Trainees make decisions on each problem under conditions closely simulating job reality. Decisions must be made within a limited time and within the framework of the second program. Trainees also get immediate and realistic feedback during the pre-grievance preparation exercise. AC 002 772

THE ROLE OF MANAGEMENT GAMES IN EDUCATION AND RESEARCH. Cohen, Kalman J. and Rhenman, Eric. 1961. 36p. Tables. fs. In Management Science, 7/131-166. 1961.

THE ACQUISITION OF EXPERIENCE IN A COMPLEX MANAGEMENT GAME. In Management Science v10 n1 p30-46 October 1963. Dill, William R. and Doppelt, Neil, October 1963. 17p.

To evaluate a management simulation exercise as an environment for learning,

graduate students played the Carnegie Tech Management Game. Players reported learning derived more from interpersonal interactions with other plays and with outside groups like boards of directors than from interaction with the game model itself. Players may learn more about recognizing problems for future attention than about solutions of problems that can be applied in new situations. The kinds and amounts of learning vary with the length of play, with team success or failure, and with individual job assignment on the team. They do not vary with measures of status on the team. AC 000 211

IX. EVALUATION

COMPARISON OF PERFORMANCE OF SALES TRAINING GRADUATES AND NONGRADUATES. Harris, Ward A. and Vincent, Norman L. 6p. In Journal of Applied Psychology v51 n5 p436-41 1967.

To determine if a life insurance sales training course has a favorable effect on sales agents' performance, graduates were compared with an equal number of non-graduates. While the groups performed about the same during the year the sales training was begun, the trained group produced significantly more first-year life insurance premiums, on significantly larger life policies, during the year training was completed. In addition to the sales training, two other possible reasons for these results are discussed--higher interest factor in the graduate group and the possibility of a regression phenomenon in the nongraduate group.

TOP MANAGEMENT EDUCATION, AN EVALUATION STUDY. Jerkedal, Ake. Swedish Council for Personnel Administration, Stockholm, Sweden. R-50. 1967. 241p. Available from The Swedish Council for Personnel Administration, Sturegatan 58, Box 5157, Stockholm 5, Sweden. EDRS Order Number ED 026 553, price in microfiche $1.00, in hard copy $12.15.

A study of management education was carried out to determine attitude change and relationships between training objectives and training evaluation, initial standing and change, and initial standing and background factors. A questionnaire and semantic differential scales measured initial attitudes and change. Questionnaires also determined background information, reasons for taking the course, policy of organizations and relation to the participants, interests, and knowledge and job experience. Raven's progressive matrices measured intellectual ability, and Rubenowitz's flexibility-rigidity scale measured resistance to change. Results showed some meaningful relationships between initial attitudes and background variables, a negative correlation between initial scores and change, and some change and background covariance requiring more verification. Change related to reasons for course attendance, suggesting that participants should be motivated before beginning the course and that study should be made of the motivation necessary to compel participants to take courses.

AN EMPIRICAL INVESTIGATION OF THE EFFECTIVENESS OF EXECUTIVE DEVELOPMENT PROGRAMS AS PERCEIVED BY PARTICIPATING MARKETING AND SALES EXECUTIVES. Trickett, Wilson L. Michigan State University. Ph.D.Thesis. 1967. 122p. University Microfilms Order Number 68-4228, price in microfilm $3.00, in Xerography $6.00.

A study of the effectiveness of executive development programs for marketing and sales executives tested three hypotheses: (1) participation results in benefits as perceived by the participants; (2) academically oriented programs have advan-

tages over company programs as perceived by participants; and (3) program benefits as seen by participants are enduring. The hypotheses were basically substantiated. Three features of the more successful programs were: (1) participants had both the desire and the capacity to develop; (2) the best qualified instructors were university faculty with a business or business consulting background; (3) the curriculum fitted executives' daily employment needs, used the best learning techniques, and involved discussion among participants and with faculty.

AN EVALUATION OF A TRAINING PROGRAM IN INDUSTRY. White, Stroller Tod. Minnesota University, Minneapolis. Ph.D.Thesis. June 1967. 149p. University Microfilms Order Number 67-14,666, price in microfilm $3.00 in Xerography $7.00.

This study investigated the extent to which the Analytic Trouble Shooting Program (ATS) trained troubleshooters in an automobile assembly plant (1) to use information about a problem to determine the cause of that problem and (2) to anticipate and prevent problems.

THE IMPROVEMENT OF INDUSTRIAL MANAGEMENT DEVELOPMENT PRACTICES: AN EVALUATION OF THE EFFECT OF ENCOURAGEMENT, TRAINING, AND INSPECTION ON SUPERVISORS' DEVELOPMENT ACTIVITIES. Miccio, Joseph Vincent. New York University, New York. Ed.D.Thesis. 1965. 207p. University Microfilms Order Number 66-5785, price in microfilm $3.00, in Xerography $9.45.

This study investigated the effect of encouragement, inspection, and training on the effectiveness of supervisors' developmental activities with their subordinates. Treatment groups were established on each variable. A specially developed questionnaire was administered; before introduction of the study variables and again six months afterward, to subordinates who reported on the developmental activities of their supervisors. Multiple-range Tests and Students "t" Tests were used to assess the significance of changes following introduction of the study variables. Students "t" Tests showed no significant differences directly attributable to the variables. The lowest one-third ranking supervisors in each treatment group were comparable to a "national average" level of supervisors; and changes in the mean scores of these groups also proved insignificant. When an analysis was made of scores by the lowest ranking third of the supervisors on ten recommended activities, only five of the 30 comparisons among treatment groups showed significant changes. Thus, the significance of the variables, particularly encouragement and training combined, was not substantiated. Several recommendations were made for improving future studies of this type. (The document includes 11 tables, 12 appendixes, and numerous references.)

EVALUATING MANAGEMENT TRAINING. Warr, Peter, and others. Reprinted from Association of Teachers of Management Bulletin v8 n2 p1-13 July 1968.

A scheme for evaluating management and supervisory training up to an immediate consequences level is described. This has as its main components a preliminary questionnaire, a pretest, and a posttest. It is argued that "evaluation" should be treated as synonymous with "improvement" and that evaluation should take place at several stages of training, not just at the end of the course. Four types of evaluation can be described as: (1) Trainees' initial reaction to training; (2) immediate consequences (changes in trainees' knowledge, skills, or attitudes

which can be identified immediately after completion of training); (3) intermediate consequences (changes in trainees' actual behavior which result from training); (4) long term consequences (changes in the functioning of the organization due to changes in work behavior). The scheme described aims to generate self correcting training systems and, on the basis of its application to date, appears to be a practical one. AC 003 948

STRATEGY OF EVALUATION RESEARCH IN THE FIELD OF SUPERVISORY AND MANAGEMENT TRAINING. Hesseling, P. 1966. 363p. Available from Royal VanGorcum Ltd. Assen, The Netherlands.

A description is given of concepts, methods, and a strategy to aid training officers and others responsible for programs of change in conducting evaluation studies involving systematic planning, control, and assessment of the process of change. Beginning with a model of perception and of its application to learning, the author discusses a typology of the learning process. The following research applications of this approach are discussed in separate chapters--strcutured training groups, ranking of personal qualities, measuring the importance and image of departments, systematic observation methods, self recording of meetings, measuring control and involvement during training, interaction process analysis, a decision matrix, use of opinion scales, and measuring the communication process between departments in a simulated organization. The last two chapters deal with training officers as evaluators and with the organization of training research. The document includes appendixes, tables and figures, and 260 references. AC 002 368

SOME GUIDELINES FOR EVALUATING MANAGEMENT DEVELOPMENT SEMINARS. Kohn, Vera and Parker, Treadway C. In Training and Development Journal v23 n7 p18-23 July 1969.

Two evaluation studies of three types of management development programs are described, followed by suggestions which may assist training directors in formulating their own evaluation strategy. Evaluation studies are categorized within Kirkpatrick's four point framework; reaction, learning, behavior, and results. The first study evaluated the workshop seminar and orientation seminar and was in the area of reaction. A questionnaire collected participant evaluations on selected and overall aspects of the learning situation. Data analysis was made by average ratings, correlational and multiple regression. The second study, in the area of reaction and learning, evaluated a management course consisting of four one week units to be completed over a one month period. Data collection during pretraining was by a questionnaire and ranking scale; during training, by a daily log and semistructured interview; and in post training evaluation, by a questionnaire and interview. Analysis of data was made through content analysis of participant reactions, and statistical tests to gauge learning. Guidelines and recommendations conclude that insight into factors which make training effective according to participants enables program sponsors to design the environment so as to maximize value of learning experience to the participants. AC 004 703

A SITUATIONAL TEST OF TRAINING EFFECTIVENESS. Ault, Leslie H. 1968. Available without cost from XeroxCorporation, 600 Madison Avenue, New York, New York. 10p.

As part of the evaluation of a multi-media course for managerial personnel on problem-solving discussions, a special case was developed to test trainees' application of their skills in a new setting. The case placed each subject in the role of a plant manager with a problem to solve, with two subordinates

available for consultation. The roles of the subordinates were carefully structured, and the people playing these roles were not informed as to the nature of the experiment. A total of 30 sales managers from two companies took part. Fourteen had been trained three months previously, and 16 were controls. Each subject was given background information and then played the case over the telephone at an appointed hour. The solutions to the problem were graded on the basis of a preestablished scale. The results showed that managers with training reached better solutions and reached them faster than managers without training. The use of the telephone, dictated by the geographical dispersion of the subjects, proved feasible, thus suggesting applications in training and research, particularly where verbal interaction is being studied. AC 002 519

EFFECTS OF MANAGEMENT DEVELOPMENT ON MANAGER BEHAVIOR AND SUBORDINATE PERCEPTION. Schwarz, Fred C. and others. 1968. 16p. This document appeared in two parts in Training and Development Journal v22 n4-5 April and May 1968.

As a result of cooperative planning between the University of Wisconsin Management Institute and a large insurance company, 57 top managers were given a two unit management development program. Group B began training five months after Group A. The workshop sessions included discussions, case studies, buzz groups, and role playing. In phase one, which measured the amount and kind of behavior change and subordinates' perception of change, subordinates of the trained supervisors completed the Leadership Behavior Description Questionnaire. In phase two, all participants were interviewed by means of the open-ended critical incident technique. Group A managers were less production centered and less oriented toward their part with good worker relationships or with establishing a climate conducive to better production. Group B managers were perceived as becoming more active, defining tasks more clearly, and stressing production. Group A training may have affected Group B because of daily contacts between groups. AC 002 159

UNANTICIPATED RETURNS OF TRAINING. Belasco, James A. and Trice, Harrison M. In Training and Development Journal v23 n7 July 1969.

A training program for the entire supervisory staff of a large New York State organization was rigorously evaluated to find what changes were associated with the training and how the probability of successful results could be improved. The Solomon four group evaluation design showed changes associated with training alone were small. Training served many unintended ceremonial functions such as the therapeutic value of sharing problems and realizing that the organization cared about the supervisor's problems. Questionnaires administered prior to training made the supervisors more receptive to training material; thus testing is a potent change agent independent of training. Trainees approached the learning situation with certain predispositions to change and those more prone to anxiety were more likely to change favorably. Selection of individuals for training on the basis of the match between their predispostions and demands of training can improve the probability of change associated with training. AC 004 702

EVALUATION OF A SUPERVISORY TRAINING PROGRAM WITH "HOW SUPERVISE?" Barthol, Richard P. and Zeigler, Martin. 1956. In Journal of Applied Psychology, v40 n6 p403-405 1956.

A group of supervisors were tested before and after a training program with

alternate forms of "How Supervise?" The group was subdivided by educational level. Although all groups improved significantly, the greatest gains were made by supervisors who had gone to college. Lower ranking subjects who had had previous training showed more improvement than the lower ranking subjects who had not had previous training, although the mean scores of the two groups were the same. It was suggested that the instrument is useful for assessing the effectiveness of a supervisory training program but that more work must be done on the readability of the test and on the meaning of score changes following a training program. AC 001 049

THE EFFECTIVENESS OF I.L.O. MANAGEMENT DEVELOPMENT AND PRODUCTIVITY PROJECTS. Report and conclusions of a conference (Geneva, 23 November - 5 December 1964). Management Development Series, 3. International Labour Office, Geneva. Hunan Resources Dept. EDRS Order Number ED 017 804, price in microfiche $0.75 in hard copy $6.55. 1965. 129p.

By 1964 the International Labour Organization (ILO) technical cooperation activities in the field of productivity and management development involved about 130 expert posts in about 30 countries. The ILO sends Chiefs of Projects to work with local directors of centers in each country to introduce good management practices and ensure their implementation in enterprises. Accommodations, equipment, and facilities for training the national staffs vary, as do the relationships of national centers with their governments and the type of clientele who accept the training offered by the national staffs. A study of some of the projects was undertaken to evaluate the effectiveness of the missions and to provide a basis for discussion at a technical meeting in Geneva in late 1964 which brought together Chiefs and Directors of the centers. The report describes structures and processes, personnel attributes, project strategy, and problems observed and includes case studies on effectiveness of management practices implanted in enterprises. The participants, agenda, and 162 conclusions drawn at the meeting are listed in Part II. An appendix contains lists of questions asked and projects visited by the reporter, statistics about the projects, and a design for a small management development and productivity center.

GUIDE FOR SELF-EXAMINATION AND PLANNING, THE CLUB ANALYSIS PROGRAM OF INDUSTRIAL MANAGEMENT CLUBS OF THE YMCA. Meyer, William F. National Board of Young Mens Christian Association, New York, New York. 1966. 17p. EDRS Order Number ED 016 188, price in microfiche $0.25, in hard copy $0.95.

This guide provides a question and answer method in which leaders of Industrial Management Clubs (IMC) may evaluate club progress and accomplishments. A report of a national study made by George Williams College on I.M.C. members and their attitudes toward club progress is provided as a guide for gathering information. A small core steering committee should be appointed to oversee the analysis of the program and should complete analysis of the first three areas--composition and diversity of membership and general operating objectives. Special committees should be appointed to complete analysis of monthly meetings, educational projects, relationships with top management, club leadership development, service projects, club size and participation, and relationship with the YMCA and National Council of Industrial Management Clubs. After analysis is completed, a master plan for club improvement, based on recommendations, should be made. The appendix includes the research report, club analysis program management check list, and a club composition inquiry form.

THE EXPERIMENTAL DEALER TRAINING PROGRAM, A PRELIMINARY SUMMARY REPORT OF THE PROGRAM, Rural Sociology Report, 56. Warren, Richard D. and others. Iowa State University of Science and Technology, Ames Proj-1469. 1966. 64p. EDRS Order Number ED 017 861, price in microfiche $0.50, in hard copy $3.30

An experimental action and research project was conducted during 1960-64 by the Iowa Agricultural and Home Economics Experiment Station, in cooperation with the Tennessee Valley Authority, to determine the influence of an intensive training program for general managers of local retail farm supply retail businesses dealing in fertilizer and agricultural chemicals. Changes in knowledge, attitudes, and performance, internal environment and activities of business firms, and economic returns of the total business and of the fertilizer and chemicals departments were assessed. Eight treatment, two alternate treatment, and eight control groups were used. Economic data were gathered from business records, and other data were obtained in personal interviews. Five variables of knowledge, two relating to attitudes, 13 relating to performance, four pertaining to the business firm and to general management, and 14 in the area of economic returns favored the treatment group (participants in a five-day workshop followed by 16 meetings over two and a half years), together with 11 statistically significant variables. Even considering limitations of sample size and length of training, the training program was judged successful. The document includes five tables and a summary chart of training activities.

THE ADOPTION OF BUSINESS PRACTICES BY PARTICIPANTS IN THE SMALL BUSINESS MANAGEMENT TRAINING PROGRAM. Bell, Gordon, British Columbia University, Vancouver. M.A.Thesis. June 1968. 91p.

This study was an evaluation of the effectiveness of three courses in the Small Business Management Training Program conducted in British Columbia -- Personnel, Management Accounting, and Marketing for Manufacturers. The concept of adoption was used to determine the degree to which respondents made use of skills and techniques. Data were collected by interviewing a random sample of participants in each course. Gains in the degree of adoption among respondents in all courses were significant at the 1 percent level. An anlysis of variance among means of adoption scores in relation to several characteristics of respondents indicated that three--education, the relationship of the respondent to the business, and the number of employees in the business--had a significant relationship to the degree of adoption. Scores on the three scales used to measure reactions to course, instructor, and course content respectively indicated a favorable reaction in each case and for each course. AC 002 339

THE EXPERIMENTAL DEALER TRAINING PROGRAM, CHANGES IN KNOWLEDGE, ATTITUDES AND PERFORMANCE OF FARM SUPPLY DEALERS, CHANGES IN BUSINESS FIRMS. Rural Sociology Report Number 55. Warren, Richard D. and others. Iowa State University of Science and Technology, Ames. 1967. 369p. EDRS Order Number ED 018 746, price in microfiche $1.50, in hard copy $18.55.

A research project was conducted by the Iowa Agricultural and Home Economics Experiment Station to determine the influence of an intensive training program for general managers of local retail farm supply businesses dealing in fertilizer and agricultural chemicals. Changes in knowledge, attitudes and performance, internal environment and activities of business firms, and economic returns of the total business and of the fertilizer and chemical departments were assessed. Eight treatment (trainees), two alternate treatment, and eight control dealers participated. The training program, conducted by Iowa State University Extension specialists, consisted of a five-day workshop followed by 16 meetings dur-

ing the next two and one-half years. Data were collected through personal interviews conducted before, during, and after the training and from business records. Only 11 of the 73 derived empirical hypotheses which compared treatment and control managers were statistically supported, possibly because of the small size and problems of obtaining precise measures of change. Five variables of knowledge, two of attitudes, 13 of performance, four of business firm management, and 14 in the area of economic returns favored the treatment group. (The document includes 129 tables and a bibliography.

CHANGES IN PROBLEM-ANALYSIS ABILITY ACCOMPANYING PARTICIPATION IN AN INTENSIVE MANAGEMENT DEVELOPMENT PROGRAMME. Baumgartel, H. Reprinted from Indian Journal of Applied Psychology v3 n2 p84-91. 1966.

Participants in a general management training program for young executives in India were asked to analyze and propose action for case problems at tne beginning and at the end of the eight-month program. The problems dealt primarily with organization and human relations issues. Although three independent raters had only a modest level of agreement among themselves in judging the case write-ups, the participants on the average did significantly better on the case problems after the program than they had done at the beginning. The case analysis purports to help train and assess the capacity of trainees to taken an analytical view of business problems, apply conceptual knowledge to concrete cases, and develop skill in initiating action leading to the solution of problems. While the case method played only a minor role in the training experience, the participants were able to demonstrate improved performance on a case problem. From this point of view, one can conclude that new skills relevant to management were developed as a result of the program. (The document includes two tables and seven references.)

PROBLEM-SOLVING DISCUSSION SKILLS; REPORT FROM WESTINGHOUSE ON XEROX TRAINING PACKAGE. Klein, James R. October 1968. 7p. In Training and Development Journal v22 n10 p38-44 October 1968.

In late 1966 the East Pittsburgh Divisions of the Westinghouse Electric Corporation needed more well-trained supervisors quickly. The Communications and Training Department identified the need for management discussion skills. An in-plant course in "Problem-Solving Discussion Skills" (PSDS) by the Xerox Educational Division began testing the program's effectiveness on 25 managers. PSDS includes learning techniques of conducting discussions, obtaining information from subordinates, responding to subordinates' information, verifying the information, transmitting additional information to the subordinate, and tailoring the conversation to both the manager and subordinate. The manager becomes completely involved through the multi-media course concept development, using programed instruction material, tape recorded cases requiring responses, and role playing situations. Since attitudes change and skills are acquired, evaluation of the training program is difficult. At the end of the training period, the 25 managers believed they had learned to be more effective on the job. Five months later, tests proved that the participants had retained 87% of the course material and were using their acquired skills. The value of the study convinced Westinghouse to try to administer the course to all of its East Pittsburgh managers and all newly appointed supervisors. There have been no negative comments about the program, and several managers have asked to have their subordinates receive training. AC 002 836

A PRICE TAG FOR TRAINING SERVICES. Harrison, Jerry, 1969. 4p. In Journal of Training in Business and Industry v6 n2 February 1969.

The evolution of the International Paper Company Corporate Training Department which works primarily in the area of management development and sales training for the marketing divisions of the compnay, into a potentially self-sustaining educational facility within the corporation under a tuition charge-back system, is described and the particular problems involved evaluated. AC 003 562

HOW LABOR AND MANAGEMENT VIEW PREVENTIVE MEDIATION TRAINING; RESULTS OF A STUDY IN ARIZONA. Dyer, Robert J. and White, Harold C. In training and Development Journal v23 n1 p36-38 January 1969.

For union shop stewards and first-line foremen, the Federal Mediation and Conciliation Service (FMCS) offers training sessions as a contribution to its preventive mediation program which is aimed at reducing crisis negotiations between labor and management. This article contains the results of a study of labor and management representatives in Arizona concerning acceptance of FMCS training programs. AC 003 738

THE REACTIONS OF PARTICIPANTS IN A FOREIGN SPECIALISTS SEMINAR TO THEIR AMERICAN EXPERIENCE. Kelman, Herbert C. July 1963. 54p. In Journal of Social Issues v19 n3 p 61-114 July 1963.

In 1963, 28 communications specialists from 16 countries spent four months in the United States studying American broadcasting, particularly educational broadcasting. As part of their program, a six-week seminar was held at Brandeis University with three goals -- (1) to provide participants with a professionally useful experience; (2) to open up channels of communication between participants and their American colleagues; and (3) to provide participants with first-hand knowledge of American mass media and American society and life in general. This report is an evaluation of the seminar. AC 000 290

EVALUATING TRAINING AND DEVELOPMENT SYSTEMS. Tracey, William R. 1968. 304p Available from American Management Association, 135 West 50th St., New York, New York 10020, price $17.25.

This training and development manual discusses guiding principles and elements of evaluation: (1) philosophy and goals; (2) administtative planning, organization, staffing, direction, and control; (3) plant and facilities; (4) staff and faculty composition, qualifications, screening and selection, promotion, duties, compensation, and incentives; (5) determination of needs, systems development and validation, and other facets of curriculum planning; and (6) instructional support (including instructor training and training aids and materials). More than 200 detailed analysis sheets are provided. Means are indicated for identifying strengths and critical weaknesses, devising procedures to improve the system, determining needed resources, initiating control devices, and judging the instructor's appearance, speech, techniques, and ability to evoke student participation. Appendixes give a training checklist, and rating standards for lessons and practical exercises. An index is included. AC 003 836

X. SURVEYS ON TRAINING PROGRAMS

ADULT EDUCATION ACTIVITIES OF FLORIDA'S BUSINESSES AND INDUSTRIES, PRESENT SCOPE AND ANTICIPATED CHANGE. Schroeder, Wayne L. and Sapienza, Dunnovan L. Florida State University, Tallahassee, School of Education. March 1968. 78p. EDRS Order Number ED 024866 price in microfiche $0.50, in hard copy $4.00.

A questionnaire to study company education programs was sent to Florida companies employing at least 200 people. Training programs were conducted in 55% of the firms, with an additional 12% expecting to develop such programs. Training directors were employed in more than half of the firms but they were more often prepared in subject matter than in teaching adults. All employee levels were included in 71% of the firms having programs. Attendance was compulsory for 11% and voluntary in 34%, while 45% had a mixture of voluntary and compulsory attendance. Tuition refunds were used to encourage education outside the company, but company programs were free to employees in 79% of the firms. Chief purposes were to orient new employees, and to upgrade or retrain old employees, although content of courses was managerial oriented in 77% of the firms. On the job training, classes, and conferences were the favorite methods of instruction.

A PROGRAM OF ENTREPRENEURIAL EDUCATION FOR ECONOMIC DEVELOPMENT: THE CASE OF NORTHEAST BRAZIL. Burke, John Miles. California University, Los Angeles. Ph.D. Thesis. 1968. 255p. University Microfilms Order Number 68-8769, price in microfilm $3.30, in Xerography $11.50.

A cross-cultural comparative analysis was made of managerial education programs in the United States and Brazil and an entrepreneurial education program was designed for underdeveloped Northeast Brazil. A research model based on three components--the educational program, the business environment, and the manager-entrepreneurs--was developed. A survey questionnaire was administered to managers and latent entrepreneurs in Sao Paulo and Los Angeles; and data were collected on individuals and the business environment in Northeast Brazil. Managers in Los Angeles and Sao Paulo were very similar to each other but differed greatly from latent entrepreneurs in Northeast Brazil. The business environments of Los Angeles and Sao Paulo differed moderately, but both were quite different from that of Northeast Brazil. Differences between managerial education in Los Angeles and in Sao Paulo were generally administrative.

INTERNATIONAL STUDY OF MARKETING EDUCATION. Liander, Bertil, Editor. Marketing Science Institute, Philadelphia, Penna. August 1967. 641p. EDRS Order Number 022 110, price in microfiche $2.75, in hard copy $32.15.

The International Marketing Federation surveyed IMF countries to determine current trends in marketing education. This volume presents the findings of the survey of 21 countries--Argentina, Australia , Canada, Denmark, Finland, France, Greece, Ireland, Italy, Japan, Netherlands, New Zealand, Norway, Philippines, South Africa, Switzerland, Sweden, United Arab Republic, United States, United Kingdom, and West Germany. For each there is a brief discussion of the basic educational system followed by listings of the institutions offering business, management, and marketing education and descriptions of courses offered at all levels. Reference is made to current trends in education, particularly with respect to marketing. There is a chapter on marketing education in developing countries. A summary chapter and a table of sociostatistical data for all countries provide comparative analyses of the findings.

CORPORATION TRAINING [illegible]OR RELATIONS; A SURVEY OF 14 LARGE CORPORATIONS. Brinker, Paul A. 4p. In Training and Development Journal v22 n7 p32-35 July 1968.

A survey was made of labor relations training among 14 of the largest corporations in the United States. The training programs can be classified into five types. The first type, training of labor specialists, is exemplified by a one-month General Electric program for employee relations managers or candidates for such positions. Executive development training, including, but not exclusively in, labor relations is conducted at Western Electric in an annual 22-week program. Top and middle management training in labor relations is given at Martin-Marietta, American Smelting, and Allied Chemical, while broader training for similar personnel is given in integrated sessions at American Airlines and Western Electric and in plant manager conferences at Olin Mathieson. Finally, a 20 to 40-hour program at Martin-Marietta, a 40-week program at International Telephone and Telegraph, a ten-session program at W.R.Grace, consultation sessions at Allied Chemical and National Lead, and a Singer program using an AFL-CIO handbook provide training for foremen.

MANAGEMENT DEVELOPMENT PROGRAMS IN SELECTED INDUSTRIES ON LONG ISLAND. HOFSTRA UNIVERSITY YEARBOOK OF BUSINESS, SERIES 4, VOL 3. Sugden, Virginia M.,Ed. 1967. 419p. Available from Hofstra University, Hempstead, New York 11550.

This study traces the development of management development programs in industries in Long Island together with the scope of these programs. Chapters 2 and 3 survey the origins of management development in American Industry, and describe the managerial programs offered by four Long Island colleges. Subsequent chapters provide a detailed analysis of programs offered by public utilities, communications, banking, insurance, hospitals, department stores, and the selection of participants, levels of management served, training and development patterns in specific industries, and costs.

IN-SERVICE TRAINING AND DEVELOPMENT PROGRAMS FOR ACCOUNTANTS IN BUSINESS AND INDUSTRY. Adams, Hobart Warren. Indiana University. D.B.A.Thesis. 1967. 313p. University Microfilms Order Number 67-11,682, price in microfilm $4.05 in Xerography $13.20.

A survey was made of inservice training for accountants in 53 business firms. Program philosophy, selection of trainees and instructors, program content, instructional program content, instructional programs, and evaluation procedures were examined.

PREDEPARTURE TRAINING FOR OVERSEAS; A STUDY OF AMERICAN MANAGER TRAINING FOR OVERSEAS TRANSFER. Ivancevich, John M. In Training Development Journal v23 n2 p36-40 February 1969.

A questionnaire explored predeparture training procedures of large U.S. corporations and surveyed the opinions of foreign operations managers (FOM) and overseas American managers (OAM) regarding the value of such training. Few organizations have any systematic training. Respondents (both FOM and OAM) adknowledged the value of training in the host nation's language, living conditions, and economics, but OAM emphasized language training more than FOM. Recommendations based on this study include: (1) host nation's language, living conditions, economics, and customs should be given top priority; (2) sufficient training time and more qualified instructors are needed; (3) OAM wives should participate in training; and, (4) adequate evaluation techniques should be developed.

WHITE-COLLAR TRAINING TAKES MANY FORMS; SHART AND OUGHTON STUDY SHOWS EXTENT OF WHITE-COLLAR TRAINING. Quackenboss, Thomas C. In Training and Development Journal v23 n4 p16-26 April 1969.

The following areas of white collar industrial training were studied: management development and supervisory training, data processing training for clerical and related occupations, sales training, and orientation and safety training. Of 800 organizations studied, one half had their training program centralized under the direction of full time training officials whose programs provided training mostly in orientation and safety, supervision, and management. The formal training programs which received their boost in World War II led to the acceptance of the idea of the greater productivity and harmony of this method in preference to the previous on the job apprenticeship programs. Most organizations stressed five areas of management: communication, human relations, decision making, planning, and problem solving; three fourths used inhouse resources because they were less expensive and tailored to the organization's needs. However, outside training made available qualified personnel outside the organization, involvement and sharing of views with people from other industries, removal from day to day operational pressures, and exploitation of university faculty and other experts. (An account of training in the following areas is included: sales personnel, clerical workers, and safety.) AC 004 296

EMPLOYEE TRAINING IN THE FEDERAL SERVICE, FISCAL YEAR 1968. U.S.Civil Service Commission, Washington, D.C. Bureau of Training. EDRS Order Number ED 029 200, price in microfiche $0.50. February 1969. 68p. Available from Superintendent of Documents, U.S.Government Printing Office, Washington, D.C.20402.

A Fiscal Year 1968 report is made on employee training in the Federal service. The first section describes purposes of training (staff utilization, improved public service, occupational flexibility, and others) and resulting benefits. Part II summarizes the extent of participation in specific agencies, sources of training (internal, interagency, and nongovernmental), types of training, participation from trades and labor, general schedule, and other pay systems, the number and proportion of men and women trained, and numbers and total annual salaries of full time and part time training personnel. Part III covers such special interest areas as planned staffing and development in personnel management (including projections of needs, the sources and duration of formal programs, and types and methods of training); describes agency programs to equip employees to work with state and local government; and describes companion volumes to this publication. Appendixes list interagency courses and subject areas, interagency programs proposed for 1969, and long-term nongovernment facilities.

STATISTICAL ANNEX TO EMPLOYEE TRAINING IN THE FEDERAL SERVICE, FISCAL YEAR 1968. U.S.Civil Service Commission, Washington, D.C., Bureau of Training. February 1969. 153p. EDRS Order Number ED 029 201, price in microfiche $0.75. Available from Superintendent of Documents, U.S.Government Printing Office, Washington, D.C. 20402, Order Number 0-329-271, price $2.75.

Tables in this statistical supplement are based on data submitted by Federal agencies in their annual training report to the Civil Service Commission for Fiscal Year 1968 (see document AC 004 019). The first table (Tab A) summarizes all training activity and expenditures for the year, with data arranged by occupational levels (GX01-04 through GS 16-18), training categories (professional and scientific, technical, supervisory and management, others), male and female

participants, and other headings. The next group (Tabs B-H) cover various aspects in greater detail: training categories; participation from each agency; general schedule and wage board participants for each type of source (internal, interagency, long term and short term nongovernmental:; expenditures by types of sources; and kinds of expenditures (fees and tuition, transportation, per diem). Sections I, J, and K cite training manpower and salaries for each agency. The last section gives full data on participation and expenditures as reported by the Department of Defense (including the Agency for International Development), and 52 other agencies.

EMPLOYEE TRAINING AND DEVELOPMENT; A STUDY OF TRAINING OPERATIONS UNDER THE GOVERNMENT EMPLOYEES TRAINING ACT OF 1958, WITH SPECIAL REFERENCE TO THE DEPARTMENT OF THE NAVY, 1958-1962. Decker, Camille E. The American University, Washington, D.C. Ph.D.Thesis. 1963. 289p. University Microfilms Order Number 64-2721, price in microfilm $3.75, in xerograpny $13.05.

Employee training operations in the Department of the Navy were analyzed and appraised, with emphasis on the years 1958-62, when training activities under the Government Employees Training Act (Public Law 85-507) were being inaugurated. Basic concepts of public personnel administration were summarized, early legislative efforts in support of training were reviewed, and a brief legislative history of the Act was developed. Interviews with key Navy Department personnel, literature on public personnel administration and employee training, and the author's own experience were among the sources of data. Training for such groups as apprentices, management interns, and student trainees in science and engineering, including opportunities for professional and specialist continuing education, was being provided through government and nongovernment facilities. Conclusions were discussed in terms of needed improvements in such areas as trainee evaluation and followup, study of retention of employees trained, analysis of attrition during training, and attention to difficulties arising from the Act itself.

PUBLIC EMPLOYEE TRAINING ON THE STATE LEVEL IN THE UNITED STATES (Research Series, 8). Moan, Charles E., Jr. Rhode Island University, Kingston. Bureau of Government Research. 1964. 43p. EDRS Order Number ED 015 415, price in microfiche $0.25, in hard copy $2.35. This document is also available for $0.50 from the Bureau of Government Research, University of Rhode Island, Kingston, Rhode Island.

To survey inservice training for public employees within state governments, questionnaires were sent to all 50 states, Puerto Rico, and the Virgin Islands. Of the 37 states and possessions responding, two reported no training activities, 16 had a central training office to direct and coordinate training programs, and 19 indicated that inservice training was conducted entirely by individual departments. The number of full-time professional training personnel in central training agencies ranged from zero to ten. Salaries for trainers on all levels ranged from $3600 to $15,432 annually. Many states depended heavily on training facilities and staff of outside agencies. Few states had written statements of training policy or standards for establishing or evaluating training programs. Top and middle managers were most often trained, followed by supervisors and clerical staff. Training for unskilled and semi-skilled employees ranked near the bottom in most agencies. Training functions did not have the stature of other state government posts such as salary administration or examination preparation. (Appendixes are the questionnaire and training officer job description from several states.)

TRAINING OF WORKERS IN AMERICAN INDUSTRY, REPORT OF A NATIONWIDE SURVEY OF TRAINING PROGRAMS IN INDUSTRY, 1962. Research Division Report, Number 1. Barber, Mildred S. and others. United States Department of Labor, Bureau of Apprenticeship and Training. 1965. 100p. Available from Government Printing Office, Washington, D.C. Order Number 1965-0-787-325.

In a 1962 survey using a one percent sample of establishments in American industry (excluding agricultural, railroad, and public employees) data were obtained on training categories (largely safety and orientation, industrial skills, and white collar occupations) and numbers of trainees by industries and by sizes of concerns. Major findings included the following-- (1) only one in every five concerns sponsored some type of formal training-- (2) only 2.7 million of the 37 million workers in these concerns were enrolled in employer sponsored training--(3) 1.5 million trainees were in production while 1.2 million were in service industries-- (4) larger concerns stressed training in science, engineering, technology, and management, while smaller firms stressed safety, skilled crafts, mathematics, tool or machine operation, and white collar skills -- (5) service industries trained a larger proportion of their employees than did manufacturing industries -- (6) almost a third of concerns with training included apprentices, mainly in construction and manufacturing. (The document includes two appendixes, 33 tables, and 27 charts.) AC 002 318

TRAINING IN EUROPEAN ENTERPRISES. MONOGRAPH SERIES; 14. Meyers, Frederic. California University, Los Angeles, Institute of Industrial Relations. 1969. 182p. Available from Institute of Industrial Relations, 9244 Bunche Hall, University of California, Los Angeles, California 90024, $2.75.

A comparison was made of the division of responsibility for preparation of workers for employment as between private and public institutions in France, Great Britain, Italy, and West Germany. First, the effects of the Industrial Revolution on job qualifications, apprenticeship, and secondary education were noted. Next postwar changes and trends were examined in attendance laws, educational structures and the functions of the schools; in manual skill training (including vocational education and on the job training); in training for supervisors and office and sales workers; and in training for scientists, engineers, and technicians. Finally, national analyses were made in the furniture, steel, and chemical industries, with emphasis on technological dynamism versus conservatism, differing managerial styles, formal versus informal training, and the impact of economic pressures. These were among the major conclusions; (1) informal on the job training was still predominant in European industry; (2) France and West Germany (especially the former) had well developed systems of terminal vocational secondary education and post secondary engineering and scientific training; (3) Great Britain seemed most in need of changes in the basic training pattern. (Footnotes and nine tables are included.) AC 004 369

NEW DIRECTIONS IN LIBERAL EDUCATION FOR EXECUTIVES. Siegle, Peter E. Center for the Study of Liberal Education for Adults, Brookline, Massachusetts. EDRS Order Number ED 027 452, price in microfiche $0.50, in hard copy $3.85. March 1958. 75p.

In a discussion of several liberal education programs for executives, those run for American Telephone and Telegraph at the University of Pennsylvania, Swarthmore College, Dartmouth College, Williams College, Northwestern University, and programs at Clark University, Southwestern University, Wabash College, Pomona College, Aspen Institute, the University of Denver, the University of Akron, and the Vassar

Institute are outlined and compared. All the programs stem from industry's awareness that to develop his full potential, a person needs to have a broad education rather than merely a specialty; the assumption is made that for many people, a liberal education is most profitable after years of a specialized job, rather than before, and a special, often residential, program must be devised so that one can see liberal education in the context of one's daily life. The programs are noncredit, have few participants in order to encourage discussion, emphasize humanities and values, try to provide experiences greatly different from those of daily life, and have had difficulties in attempting follow-up and evaluation. Descriptions of the curriculum, methods, and qualifications for enrollment are given for each program.

SUPERVISORY SELECTION AND TRAINING IN MANUFACTURING INDUSTRY. Jenkins, David. 1968. 73p. Available from Staples Press Ltd. 3 Upper James Street, Golden Square, London W.L., England, price 16s.

A study of the selection of supervisors and of their formal training in Great Britain shows that lack of reliable methods to measure job performance causes difficulty in developing training programs. Qualities of the successful supervisor must be identified; this involves measuring knowledge in areas of technology, wage and production systems, as well as skills in operations, clerical and administrative areas, problem solving, and social competencies. While established supervisors may be observed, deficiencies determined, and appropriate training imparted, the potential supervisor must have special training for development of necessary job skills. Limitations of formal training include lack of relationship between course objectives and training needs, greater emphasis on classroom performance than on the job, and difficulties in transfer of general knowledge to specific situations. Training is most successful when it imparts knowledge or skills, influences attitudes, or affects behavior. External courses enable grouping of supervisors on the basis of industry, production systems, and product, while internal courses are useful in imparting knowledge of the firm and its policies, and providing realistic appraisal of discrepancies between policy and practice. AC 003 846

FOREMAN TRAINING IN THE IRON AND STEEL INDUSTRY. Warr, Peter B. and Bird, Michael W. Sheffield University, England, Department of Psychology. June 1966. 45p. AC 001 165

CLASSROOMS IN THE FACTORIES, AN ACCOUNT OF EDUCATIONAL ACTIVITIES CONDUCTED BY AMERICAN INDUSTRY. Clark, Harold F. and Sloan, Harold S. 1958. 139p. Distributed by New York University Press, 32 Washington Place, New York.

Industrial educational activities--programs in which knowledge or skills are taught according to some predetermined plan, with periodic group meetings, required assignments and examinations, or some comparable means of judging achievement -- are summarized in this study. Data were obtained from questionnaires, personal conferences, company brochures, and current literature. A questionnaire directed to 482 of the largest American industrial corporations brought 349 replies (72.4 percent), of which 296 (84.8 percent) reported carrying on educational activities. About half reported supplementing their own teaching staff with college professors engaged on a part-time basis. Almost all corporations offering their employees educational opportunities in universities defray at least part of

the expense. Of the five divisions of subject matter mentioned in the questionnaire, orientation and mangerial development programs were the most common, followed by human relations, technical and professional training, and general education. Foreman and supervisors participate most frequently, followed by junior executives, and the business and professional group. Senior executives attend conferences sponsored by such organizations as the American Management Association and universities. AC 001 782

CLASSROOMS IN THE STORES. Clark, Harold F. and Sloan, Harold S. 1962. 123p. Available from Roxbury Press, Inc., Sweet Springs, Missouri.

There is little formal training carried on in retailing. Even among the 36 largest retailers studied, three reported no educational activities, and as the stores decline in size, the percentage of establishments with no formal training programs grows. The education that is carried on is restricted to three categories -- (1) orientation of the rank and file of employees to store policies, (2) instruction for salespeople in techniques of salesmanship and merchandise handling, and (3) managerial-development programs in store operation. Universities offer a separate curriculum in retailing, some high schools have a work-study program in retail training, and trade associations sponsor refresher courses for executives and employees. With scant employee trainig, a nonexploratory type of research, and slow productivity growth, retailing has become a bottleneck in the American economy. Mechanization of such operations as accounting and packaging, and the use of teaching machines to reduce the cost of training may provide a solution. Studies indicate that the gross national product could be increased if the present handicaps to purchasing were overcome by widespread employee training and exploratory research. AC 001 781

A STUDY OF FOREMAN'S CLUBS, THEIR EXTENT, THEIR ORGANIZATION, THEIR FUNCTION. Summary Report to the Foremanship Foundation. Odiorne, G. S. and Kamel, I.A. Michigan University, Ann Arbor, Bureau of Industrial Relations, Foremanship Foundation, Dayton, Ohio, sponsor. 16p. EDRS Order Number ED 016 909, price in microfiche $0.25, in hard copy $0.90.

There are about 2 million foreman employed in the United States, some of them union members, but many belonging to social and professional associations. To determine foreman membership in non-union foreman organizations, the purpose, organization, financial support, and programs of such clubs, and the relationship of the club to the company employing its members, a questionnaire was mailed to the 1,000 largest companies in the United States. Of the 765 respondents, 396 had a management club, 204 of them affiliated with the National Management Association or the National Council of Industrial Management Clubs, and 192 independent. The 77,000 members of the responding clubs included 54,000 foremen, the remainder being management personnel from president to office supervisors. Club activities, assessed through visits to 22 independent clubs and the two national headquarters and through a questionnaire sent to the independent clubs, were primarily social and supported in part by the companies. These clubs, once exclusively for foremen, have an increasing membership from higher management, and must redesign their programs to suit emerging membership structure, emphasizing management development and leadership training.

A STUDY OF FOREMAN'S CLUBS. Final Report. Odiorne, G. S. and Kamel, I. A. Michigan University, Ann Arbor, Bureau of Industrial Relations. Foremanship

Foundation, Dayton, Ohio, Sponsor. October 1966. 166p. EDRS Order Number ED 017 880, price in microfiche $0.75, in hard copy $8.40.

Some of the two million foremen employed in the United States are union members but many belong to social and professional societies. In late 1964 a mail questionnaire survey of the 1,000 largest companies in the United States was conducted to ascertain the membership of the foremen in Foreman's Clubs, whether the clubs are company or city clubs, and whether clubs are affiliated with a national organization (National Management Association (NMA) and the National Council of Industrial Management Clubs (NCIMC) or independent. In another mail questionnaire survey of the 192 independent management clubs data for the last three years were requested on date of establishment, membership, constitution and by-laws, type of activities and program. Visits to 22 independent management clubs were made to determine their nature, scope and purposes. This report is divided into three parts -- (1) the extent of membership in foreman's (management) clubs, (2) the independent management clubs, and (3) NMA and NCIMC clubs. Interview guides and questionnaires are included. Supplementary materials from the NMA are bound with the document, including a model constitution, monthly activities report, and 1967 club award requirements.

CURRENT ACTIVITIES IN MANAGEMENT TRAINING, RESULTS OF SURVEY AT UNIVERSITY OF WISCONSIN. Tills, Marvin. 1968. 6p. In Training and Development Journal, v22 n6 June 1968.

In a survey by the Department of Commerce Extension at the University of Wisconsin, questionnaire responses from 376 small, medium, and large manufacturing firms (48.3 percent of those contacted) were examined to assess current activities in management training. Several trends emerged -- (1) many respondents used little more than on the job training -- (2) formal inplant training and informal on the job training were the leading methods -- (3) under 60 percent of respondents took advantage of outside training facilities -- (4) functional areas, in descending order of relative need and actual numbers of courses taken, were in general, personnel, production, marketing, and financial management. Moreover, results on favorable attitudes toward and actual company participation in management training suggest the following rank order of importance for organizational characteristics-- size of employment, unionization, type of ownership, plant's relationship to the total company, growth trends, and market orientation. It also appears that the most basic and general management activities are presently the areas of greatest training needs. (The document includes a table, chart, and five references.) AC 002 493

MANAGEMENT TRAINING OVERSEAS. 1. IN DEVELOPED NATIONS. Canonici, Aldo. In Personnel v45 October 1968. 7p.

Problems in adjusting management training to overseas industry are illustrated by the case study of the Italsider iron and steel manufacturing plant in Genoa, Italy. Two basic kinds of training required were transmission of knowledge and modification and development of new attitudes. Primary cultural differences existed in the latter area -- the concept of management, philosophy and necessity of adult education, and skepticism about human nature. Adjustments took the form of appealing to job motivation in varied ways, establishing a pyramid training system, and writing more flexible instructor guides. AC 003 512

MANAGEMENT TRAINING OVERSEAS. 2. IN DEVELOPING NATIONS. Hopper, Jerry R. and Levin, Richard I. In Personnel v45 October 1968. 8p.

Lack of cultural insight and recognition of time constraints involved in changing attitudes have resulted in marginally effective management development in developing countries. Among characteristics of these countries to be considered while planning for management development are the existence of agricultural economies and rigid socioeconomic stratification, government ownership and regulation of the industrial economy, and educational emphasis on engineering and the sciences. Lack of incentive to assume new management responsibilities is reinforced by lack of opportunity; authority resides in the written regulation or policy, rather than in the office or position. AC 003 513

INTERAGENCY MANAGEMENT DEVELOPMENT (Annual Report, 1964-1965). Byers, Kenneth. California State Personnel Board, Sacramento. Training Division. December 1965. 46p.

This report from the Training Division of the California State Personnel Board on the activities conducted on an interagency basis covers the period July 1, 1964 to June 30, 1965. It explains the management development concept in state government and describes the interagency management development programs, including the scope of the program, interagency courses, conferences and training, automatic data processing training, other activities and an evaluation. It also includes a summary of new developments in departmental management programs as well as some of the trends and problems. Five exhibits and two appendixes are included. AC 001 921

THE TOP ONE-HUNDRED SPEAK OUT ON COMMUNICATION. Hartranft, Stephen R. Bowling Green State University, Ohio. M.A.Thesis. January 1966. 53p.

To investigate (1) the types of speech-communication instruction used in business and industry, (2) the criteria by which business and industry select staff for their speech-communication programs, and (3) the availability of corporate jobs for speech trained personnel, questionnaires were mailed to personnel directors of the 100 largest corporations. Of the 76 corporations responding, 50 offered speech-communication training, and eight more thought such instruction to be of value. Committee and conference leadership were judged the most important area of study. Only six corporations employed full-time speech-communication instructors -- most relied on outside consultants. While corporations stated a preference for experienced, college-educated speech teachers to staff speech-communication programs, most training personnel was selected from the ranks of company employees, indicating the necessity of a business background. A comparison with a similar study done in 1954 by Mason Hicks of Purdue University indicated that corporate speech-communication training programs had changed very little between 1954 and 1964. Future studies should sample small business programs and augment the questionnaire by personal interviews. (Appendixes are the questionnaire, covering and follow-up letters, and list of corporations surveyed.) AC 001 791

PROBLEMS AND PROSPECTS OF MANAGEMENT EDUCATION AND RESEARCH IN GERMANY, DEVELOPMENTS IN ORGANIZATIONAL THEORY AND ORGANIZATIONAL PRACTICE, SUMMARY REPORT OF ANNUAL CONFERENCE OF IUC (12th, Nuremberg, June 17-21, 1965). International University Contact for Management Education, Rotterdam (Netherlands). 45p. Available from International University Contact for Management Education, Kruisplein 7, Rotterdam-3, The Netherlands.

In a summary of the twelfth annual conference of International University Contact for Management Education (IUC), management education problems and prospects in Germany are examined in panel discussions on program content, the role of university teachers, and cooperation between universities and industry in the area of management research. Also featured is a research paper based on findings that stress the influence of organizational structures, together with human conflicts, adjustments, motives, satisfactions, and dissatisfactions within these structures, on the overall performance or effectiveness of industrial and business firms. Finally, a report is given of group discussions on the dimensions of theory and practice and on the effective teaching of organizational theory. The conference roster and seven charts are included. AC 002 529

INSTITUTIONAL ROLES FOR IN-SERVICE EDUCATION OF SCHOOL ADMINISTRATORS. Task force seminar on Continuing Education of School Administrators of the University Council for Educational Administration (Albuquerque, New Mexico, April 27-30, 1966). Lynch, Patrick, Editor and Blackstone, Peggy L., Editor. April 1966. 145p. Available from University Council for Educational Administration, 65 South Oval Drive, Columbus, Ohio 42100. Price $2.50.

A report of a task force seminar of the University Council for Educational Administration reviews the status and problems of in service and continuing education of school administrators. Various authors consider the institutional arrangements for such education, the process of change in school systems, and new models for provision of in service training of administrators. Papers are presented on continuing education in medicine and on management education programs. The role of the university and its relations with the school systems are considered. Included are implications and comments by seminar participants. There is a list of participants. AC 001 862

A SURVEY OF PROBLEM-SOLVING COURSES. In Journal of Creative Behavior v2 n1 p33-51, Winter 1967-68). Edwards, M.O. 1967. 19p.

To determine the desirability of having its own creativity course, the Stanford Research Institute surveyed 43 organizations on their problem solving courses. Fifteen industrial corporations, four consulting firms, a government agency, a research corporation, and nine colleges and universities responded with specific information on course length (hours) and completion times, course titles, persons in charge, participants, program types and content, average cost and class size, and evaluation techniques. All the courses included lectures, demonstrations, group discussion, and exercises to get students personally involved. Almost all respondents reported an emphasis on practical work, with students actually solving problems, often of their own choice. A free and supportive atmosphere, encouragement of new approaches and points of view, removal of obstacles to free use of the imagination, development of specialized skills and greater self-confidence in creative abilities, and intellectual and emotional involvement were among the factors considered conducive to success as measured by questionnaires, tests, and gains in productivity for the participants and their organizations. AC 002 091

A TRAINING PROGRAM ON MANAGEMENT DEVELOPMENT FOR HEALTH AGENCY PERSONNEL. Pennsylvania State University, University Park, Continuing Education. December 1968. 25p.

The purpose of this workshop was to take research data and information generated

from conference discussion and use it to initiate or improve management development programs in the health service field. It was held under a grant from the Public Health Service, United States Department of Health, Education and Welfare. Participants in the group included hospital administrators, personnel directors, and other hospital officials, and representatives of the hospital associations of Pennsylvania, New Jersey, and New York. Obstacles to, and opportunities for, Management development programs in hospitals were discussed. New developments in educational technology and in educational media were presented. The group recommended that management development be made a priority responsibility for the hospital associations and regional associations, and that assistance from the universities by obtained. AC 003 275

TEACHING THE MANAGEMENT PROCESS IN CONTINUOUS EDUCATION WITH SPECIAL REFERENCE TO THE SITUATION IN SCANDINAVIA. SUMMARY REPORT OF THE IUC-CONFERENCE (11th, Copenhagen, September 1-5, 1964). International University Contact for Management Education, Kruisplein 7, Rotterdam 3 (The Netherlands). 1964. 101p.

The Eleventh International University Contact (IUC) Conference dealt specifically with how the requirements of Scandinavian business and industry for management education and research are met by educational institutions; matching the needs of business and industry and educational facilities in teaching management in continuous education and the contributions to matching needs and facilities by improved teaching methods, and adjusting these methods to changing objectives in education. In addition, reports were provided from discussions on papers presented and on the follow-up of the conference. This included topics such as subjects for conferences and seminars, activities of, and methods used by, IUC, the use of groups composed of members with sectional interests, and the length of the conference. AC 003 180

REPORT OF WORKING PARTY ON MANAGEMENT TRAINING AND DEVELOPMENT. Engineering Employers' Federation, Lancashire and Cheshire Region, England. 1968. 38p. EDRS Order Number ED 029 203, price in microfiche $0.25, in hard copy $2.00.

A working party of the Engineering Employees' Federation in the Lancashire and Chesire region in England met to consider management training and development, to examine the arrangements for management training and development in large companies, and to make recommendations to small and medium sized ones. Data collected from companies through a questionnaire showed that little formalized training was taking place in small companies, while visits to two large companies revealed a wider formalized approach. The Confederation of British Industry has formed, with other groups, the Council of Industry and Management Education to supervise the expansion of training in management subjects, to restrain proliferation, and to correct deficiencies. It was recommended that charts be kept on employees showing job specification, staff review, and present management structure, situation to be achieved in three years, ages of existing job holders, and predicted succession of individuals. Examples of all these charts are included in the document.

XI. PROGRAM DESCRIPTIONS

A SYSTEMS CONCEPT OF TRAINING: A CRITICAL LOOK AT A LEADERSHIP TRAINING PROCESS

AT RCA. Miller, Richard D. In Training and Development Journal v23 n4 p4-14 April 1969.

This article on a leadership training study at RCA (1) identifies all the subprocesses of an integrated training mode; (2) presents an operational description of how each subprocess was conducted; (3) describes the material found to demonstrate the key points and evidence which exist; and (4) analyzes the descriptive material to show how and in what ways the actual conduct of the program was handled as a process. The traditional conception of the training model based on assessment, objective setting, design, implementation, and evaluation is rejected on the basis that under this system data are prematurely organized and stated as training needs which result in general objectives that are unrelated to real life. For the integrated model there are subprocesses rather than phases: (1) the first data gathering is an exploratory subprocess which indicated initial findings and the general direction of the inquiry; (2) the diagnostic subprocess which is more specific than the first; and (3) the hypothesizing of the needs. Indicated in a table are before and after the program percentages for average perceived importance of three components of a supervisor's jobs by the first level supervisors. AC 004 295

MANAGEMENT TRAINING WITH WOOLWORTHS. Cross, Noel. In Personnel Practice Bulletin v24 n2 p110-6 June 1968.

Woolworth's approach to management training stress on the job training intended to give the cadet or executive trainee a knowledge of the function of every section in a store. On completion, trainees are appointed to junior management positions. A complex appraisal system is used in making appointments to more senior levels and provides a basis for advice to employees of their future prospects with the company. The system is discussed in terms of its success both as a plan for personal development and for cadet training. AC 003 934

THE MANAGEMENT TRAINING GAME. Cooley, R.W. In The Training Officer v4 n9 p10-3 September 1968.

The article is a description of the five year management training program at a private English concern (Turner and Newall, Ltd.). The objectives of the scheme are to prepare young trainees (all under 26) for the management role as quickly as possible and involve training in three basic divisions: the provision of basic product knowledge, theoretical management knowledge, and the development of the practical skills of liaison and communication, self-expression, work organization, leadership, innovation, and administration. Great care is taken to insure that each trainee has considerable influence on the pattern and direction of his training. Throughout the training period use is made of programed learning techniques. AC 003 931

ARMY MANAGEMENT ENGINEERING TRAINING AGENCY; THE FEDERAL GOVERNMENT'S SUCCESSFUL EXPERIMENT IN MANAGEMENT IMPROVEMENT AND INNOVATION. Jensen, James O. In Training and Development Journal v22 n11 November 1968. 9p.

Army Management Engineering Training Agency (AMETA) has attempted to integrate training, research, and consulting in each faculty member's job from the outset of the experiment in 1952. The first step was to define management as lacking rigidity and working in a dynamic pattern where planning leads to activity and activity feeds back new information to the planner. For the experiment, civilians with degrees and practical experience in management were used. Results

included the development of a computer program to enable weapons system developers to make a more effective transition to the production phase; the development of a Department of Defense Performance Rating Handbook for the purpose of standardizing and improving the performance rating practices of Work Measurement specialists; and the making of a feasibility and application study for a proposed Department of Defense Standard Data Repository System for the development, maintenance, and use of standard data through the Department of Defense.
AC 003 134

THE OLSEN PROJECT. Wellens, John. In Industrial Training International v3 n10 p456-463 October 1968.

To keep its cargo handling up to date, the Olsen Company is changing from piecework to unit-load, side port loading with mechanized equipment and has found that it must train the foremen, who are now considered first line management. Weekly foreman meetings were started where problems are discussed and decisions made; these have made for a feeling of cooperation among managers, superintendents, foremen, and workmen. AC 003 086

MANAGEMENT DEVELOPMENT EN MASSE. Bumstead, Richard A. In Training in Business and Industry v5 n9 p43-8 September 1968.

The Shell Oil Company has completely revised its dealer training program in order to develop dealers who can manage the increasing complexity of the service station business with its new emphasis on total car care and a full line of automobile products. Over 49 regional Dealer Management Development Centers, incorporating the best features of existing Shell training centers, have been set up. Participants in the basic four-week course are selected by a series of interviews lasting five to ten hours. Standardized throughout the country, the course is aimed at the junior college level of understanding, and trainees are often assigned to help other trainees according to their respective needs and abilities. Trainees learn about Shell Oil Company operations, the display and sale of products, record keeping and other financial management procedures, and mechanical maintenance. Trainee evaluation is conducted by means of rating forms and followup field visits. The program is already resulting in reduced dealer turnover and greater dealer profits. New training systems and evaluation techniques are still being worked out. (The document includes the third-week training schedule.)
AC 002 814

A TIME TO TRAIN, AN ACCOUNT OF EXPERIENCE GAINED BY RTB, AT ITS SPENCER WORKS. (The Commonwealth and International Library). Reynolds, O. W. and others. 268p 1966. Pergamon Press, New York, price $4.50.

Education and training beginning 18 months before the opening in 1962 of the new Spencer Works steel plant of Richard Thomas and Baldwins, Ltd., involved all levels of personnel. (Some programs, e.g., for clericals, were delayed until after the opening.) The undeveloped site, radically new equipment and procedures, and varied trainee backgrounds, together with the timetable and scope of training, posed a great challenge. Programs included manager orientation through special courses and conferences, foreman training (courses, study visits, preparation of training manuals, instructional techniques training), electrical and mechanical engineering, apprenticeships in engineering and in chemistry and metallurgy for quality control, comprehensive office training, preparation for automation, trade union courses, and acquaintance of maintenance personnel with

Spencer Works facilities through participation in construction. Line managers played a large, and often a direct, part in departmental training. The chief lesson learned from the project is the value of planned training, most notably the schooling of managers and foremen in training techniques. Document includes photos, charts, 9 appendixes, and the Coke Ovens Department training program. AC 000 494

INSTITUTIONAL LEARNING; A MORE APPROPRIATE DEFINITION OF ROLES. Knapp, Mark L. and Larson, Carl E. In Training and Development Journal v23 n7 p34-37 July 1969.

Application of Professor Reginald W. Revans' approach to solving industrial problems and providing relevant management education, which involves cooperative efforts of a university and group of organizations, is described. Five Milwaukee companies were involved in the project designed to provide intensive management devleopment for selected executives, who investigated the internal communication system of a company (other than their own). Company analysts were trained during a two-day program, conducted interviews with a cross section of company employees, and composed a final report based upon data analysis. Results were useful to companies in improving inplant communications between employee levels. AC 004 707

TRAINING AND DEVELOPMENT ANNOUNCEMENT; A COMPREHENSIVE REVIEW OF THE DEPARTMENT OF THE ARMY MANAGMENT INTERN PROGRAM, AUGUST 1968. Babcock, Elaine P. Department of the Army, Washington, D.C., Staff Civilian Personnel Division. EDRS Order Number ED 028 325, price in microfiche $0.25, in hard copy $0.60. 1969. 10p.

A comprehensive review of the Department of the Army Management Intern Program, August, 1968, presents details about the aims of the program, the recruitment procedure, the characteristics (including qualification) of the participants, and the achievement and rate of promotion of these individuals who are being trained for civilian careers in the army. A comparison is made between the achievement of participants who have had graduate training and those who have not and the facts are supported by statistics. Also statistically presented is the ability of the program to retain those who are trained and the degree to which women are included among those trained. Appendix one lists the college majors of army management interns and appendix two the universities issuing degrees to them.

XII. ACADEMIC PROGRAMS

EFFECTS OF THE 1965 REVISION OF UNDERGRADUATE STANDARDS OF THE AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS ON EVENING COLLEGES. Barton, William David, Jr. Tennessee University. Ed.D.Thesis. 1967. 225p. University Microfilms Order Number 68-3727, price in microfilm $3.00, in Xerography $10.15.

The purposes were to determine the impact of the 1965 revised standards for the accreditation of undergraduate programs of the American Association of Collegiate Schools of Business (AACSB) upon evening college programs, and delineate implications for evening colleges. AACSB revised standards had little effect on evening programs of nine institutions; only two of the 26 institutions filed a flight plan with the AACSB; 14 made considerable use of regular full-time faculty in their evening programs prior to the revision of standards; four of the case-study schools reported an institutional commitment to the accreditation of each of their professional programs; and four felt that AACSB affiliation was vital.

A STUDY OF THE BUSINESS AND INDUSTRIAL MANAGEMENT PROGRAMS AT COLLEGE OF SAN MATEO. Pearce, Frank C. San Mateo College, California. 1968. 29p. EDRS Order Number ED 020 740, price in microfilm $0.25, in hard copy $1.55.

This survey correlates goals, characteristics, and job status of students in the college's business management and industrial management programs to learn if the curriculums meet their needs.

THE UNIVERSITY EDUCATION OF MATURE STUDENTS; THE FIRST BIRKBECK CONFERENCE. Mackay, Alan L. In Universities Quarterly v22 n2 p197-216 March 1968. 20p.

The first Birkbeck conference (Birkbeck College, University of London, July 20-22, 1967) had as its nominal purpose to survey the field of university education for mature students, assess the future prospects of colleges for mature students, and gather experiences as to the best means for such teaching. This conference was attended by several important figures in part-time higher education in North America, over 30 British educators, the governors of Birkbeck College, and many members of the Birkbeck academic staff. Panel discussions were held on characteristics and needs of adult students, differing patterns of part-time university education, problems of part-time professional and non-professional postgraduate study, managerial development for mature students, and administrative aspects of part-time education. Programs in the United States, Canada, and Great Britain, and a proposed program of professional continuing education in West Germany, were among the topics introduced. AC 002 937

UNIVERSITIES AND ADULT EDUCATION. (Proceedings of a national conference on adult education, Marton, New Zealand, September 30-October 2, 1966). 118p.

Separate conference papers discuss aspects of the practice and theory of university adult education in New Zealand -- (1) variations by Commonwealth nations, especially Ghana and Australia, on the original British pattern of adult education, (2) changes in the organization and content of New Zealand University adult education during 1915-54, (3) problems in organizing and sponsoring liberal adult education, (4) research and training needs viewed in the context of related activity in France, Great Britain, Australia, British Columbia, and the United States, (5) growing needs for university-sponsored vocational and professional courses (refresher courses for technicians, and managerial continuing education), and (6) the increasingly vital role of universities as the source of innovation and intellectual discipline for the whole adult education enterprise in New Zealand. Committee recommendations are set forth for programs of training and research, vocational and professional education, and liberal studies. Document includes the conference schedule and discussion on the separate papers. AC 001 091

EVENING COLLEGE EDUCATION. (Basic Information Sources). ERIC Clearinghouse on Adult Education, Syracuse, New York. November 1967. 29p. EDRS Order Number ED 014 023, price in microfiche $0.25, in hard copy $1.55.

An annotated, selective bibliography in the field of evening college education has been compiled jointly by the ERIC Clearinghouse on Adult Education and the Association of University Evening Colleges (AUEC). Special note is made of the contributions of the Center for the Study of Liberal Education for Adults (CSLEA), which operates an information clearinghouse related to experimental programs of

liberal education. The five sections and their contents include such items as -- (1) overviews, introductions, and general surveys of the field, including faculty organization, policy making, junior colleges, and adult education in colleges and universities, (2) periodicals and indexes, in the form of newsletters, CSLEA publications, proceedings, research, bibliographies, and directories, (3) research and enrollment data sources, (4) administration and personnel, including salaries, decision-making processes, part-time teachers, and student services, and (5) program reviews and other studies of degree programs, urban extension, management, industrial, and military education, and community services. Publications listed should be obtained from their original sources.

HIGHER ADULT EDUCATION. (Current Information Sources No. 1). ERIC Clearinghouse on Adult Education, Syracuse, New York. October 1967. 26p. EDRS Order Number ED 014 031, price in microfiche $0.25, in hard copy $1.40.

The forty-one items indexed and abstracted in this bibliography deal largely with fine arts education, urban extension, community development, leadership training (including civil rights), managerial and professional education, vocational training, public television, and participant characteristics, together with such concerns as educational needs and attitudes, testing, program development, and the use of evening classes, correspondence study, and the residential method. Also noted are historical reviews of extension work at Rutgers, the University of Texas, and the University of Chicago, and a Peace Corps program of field training.

THE DIPLOMA IN MANAGEMENT STUDIES 1961-1968. United Kingdom Advisory Council on Education for Management. Department of Education and Science. 1968. 28p.

The Diploma in Management Studies (United Kingdom) aims to provide the student with the basic knowledge of the background to industry, to raise his general level of understanding in management processes and to acquaint him with the tools and techniques of management. It commenced in 1961, providing for part time courses to last three years with a minimum entry age of 23, Persons without a degree or other recognized qualifications, but with business experience were admitted. The diploma is divided into two stages: introductory and main body of the course; the stages may be taken consecutively or with an interval between each stage and may be either full time, sandwich, block release, or part time. Variants of the course can be developed for specialized needs of particular industries or business professions; a scheme has been negotiated for the construction industry. (Appendixes include schemes running at approved centers, centers approved for extramural courses in management studies, enrollments, and courses.) AC 004 611

NEBSS. A PROGRESS REPORT. Henson, Basil. In Industrial Training International v2 n10 p422 October 1967. National Examinations Board in Supervisory Studies, England. October 1967. 4p.

The British National Examinations Board in Supervisory Studies (NEBSS), is concerned with courses and examinations for the Certificate in Supervisory Studies. Job-centered courses are organized by a college, in close cooperation with the industries employing the students. The NEBSS scheme is involved in such industries as photography, engineering, and textiles. Classes may be held in a college, in the firm, or in outside premises nearby, in day or block release, or on a sandwich basis. A major part of the course is a project selected by

the student, employer, and course tutor, which is usually relevant to the work situation. A full-time tutor should be employed. Six colleges have begun to offer courses in supervisory aspects of industrial relations, work study, and production control. NEBSS training and certification is recognized by industrial training boards and as an entry qualification for further courses leading to such degrees as the Diploma of the Institute of Office Management. The implementation of the Industrial Training Act will have great future influence on the program. AC 001 613

EFFECTIVE PRACTICAL TRAINING FOR BUSINESS STUDIES, THE CRITERIA FOR INTEGRATION. Nelson, John. In Industrial Training International v2 n11 p466-475, November 1967. 10p.

Successful sandwich-type degree or diploma courses in business studies must provide practical training programs effectively integrated with academic studies. A set of criteria on which to base this integration and by which to evaluate it is suggested here -- (1) course objectives in which practical training is considered an integral part of the course and a declaration is made of the part practical training will play in determining success in the course, (2) clarification of college and/or firm's responsibility for practical training and awarding the diploma or degree, (3) the commitment of the business firm to the course, selection of business firms, effective planning and control machinery, suitable aims of practical training, company and student variables, training methods and time allocation, assessment and evaluation, and follow up. AC 001 631

SURVEY OF BUSINESS EDUCATION FOR ADULTS IN THE UNIVERSITIES OF METROPOLITAN NEW YORK. Stuart, Allan. New York University, The Management Institute. Fund for the Advancement of Education, sponsor. EST 1966. EDRS Order Number ED 014 040, price in microfiche $0.25, in hard copy $1.65. 1966. 31p.

A survey was made of professional business education courses for adults, provided by 14 universities in New York City. Yearly enrollments varied from 350 to 9,000. Teaching methods varied according to the needs of the institution, and classes were mostly held at night in school classrooms. More men than women participated, the percentage of college graduates ranged from none to 60 percent. The majority of the institutions had a prescribed method to formulate grades. Student fees varied from nothing to $65, depending on how much financial aid was available from industry, government, or educational institutions. A trend was found toward cooperative educational efforts among professional organizations, institutions, and government, but few inter-university programs existed. Professional counseling and job placement services were provided. Programs were publicized by mailing lists, bulletins, and public media. Little had been done in research and development in business education, and there was a need for more publicity on adult programs, clarification of faculty status, and study on degrees and certificates.

MANAGEMENT EDUCATION AND TRAINING NEEDS OF INDUSTRY. Report. Federation of British Industries, London. June 1963. 27p.

This report is primarily concerned with education for management, rather than with management development within industry itself. It analyzes the needs, and shows how these needs can be met through education and more research. A list of recommendations is submitted by the Federation of British Industries working party. AC 001 761

MANAGEMENT PROGRAMS IN ENGINEERING COLLEGES. In Journal of Engineering Education v59 n8 p967-971 April 1969.
AC 004 811

AN ENGINEERING MANAGEMENT DEVELOPMENT PROGRAM. Smith, Joseph B., Jr. In Journal of Engineering Education v59 n8 p960-962 April 1969.
AC 004 809

ADULT EDUCATION IN BRITISH COLUMBIA: THE NEXT DECADE, REPORT OF A CONFERENCE UNIVERSITY OF BRITISH COLUMBIA, MAY 11-12, 1961. 1961. 22p. Available from Canadian Association for Adult Education, 21 Sultan Street, Toronto 5, Ontario.

A conference on adult education for the following ten years was held in British Columbia in 1961 in preparation for the Ottawa national conference held later in the same year. Alan M. Thomas, the keynote speaker, suggested people should think of learning as a "marvellous human activity," instead of as a possession, and as a means of transformation instead of as a means of reshaping. The conference recommended that the University of British Columbia Extension should serve as a resource center for the province, including starting a campus Evening College and classes for teaching techniques of adult education. There should be better management training programs to reach smaller business. Consumer education may help develop a larger Canadian secondary manufacturing industry to increase employment and slow the immigration of people to the United States. Adult education should change and develop with society, not being restricted to part-time conditions. It should be part of the Department of Education's responsibilities, but the initiative for action must come from the local community.
AC 004 734

ADMINISTERING UNIVERSITY NON-CREDIT PROGRAMS FOR BUSINESS GROUPS. Adams Frank T., Jr. Ed.D.Thesis. Florida University, Gainesville. 1955. 246p. University Microfilms Order Number 12,763, price in microfilm $3.08.

Eleven areas of general administration of such noncredit services offered for business and industry as short courses, conferences, and institutes, were rated on a scale of inferior to superior by 79 institutions affiliated with the National University Extension Association and the Association of University Evening Colleges in 1954-55. These indices -- sponsorship, programing, financial stability, promotion, cooperation, program coordination, program continuity, and evaluation -- provide the framework for developing university projects. The survey form contained 269 items of procedure and practice, and was open-ended to allow for clarifying comments. Each institution was asked to check all items describing applicable administrative procedure for noncredit programs. The great need in the noncredit field was found to be sound administrative approach through careful planning, sound policy making, and practical program design. It was felt that patterns of procedure derived from the survey form will serve as a basis for carefully planning a custom built means of serving the educational needs and interests of the people who naturally look to the university for educational leadership.

XIII. DIRECTORIES OF COURSES

CONTINUING EDUCATION. Data Bases, Philadelphia, Pennsylvania. 1968. Quarterly.

This quarterly digest is a supplement to World Meetings -- United States and Canada, and provides information on short courses, seminars, workshops, and other offerings in selected fields of interest to technical and managerial personnel. Material is indexed by subject, location, and date. Reader service cards are included in order to obtain more detailed up to date information between Continuing Education issues. The digest is published in January, April, July, and October by Data Bases, Division of Pennsylvania Research Associates, Inc., 101 North 33d Street, Philadelphia, Pennsylvania 19104. Yearly subscription is $15.00 and single issues are $4.50. Vol. 1, No. 2, July 1968.

LEARNING RESOURCES; A DIRECTORY FOR ENGINEERS, SCIENTISTS AND MANAGERS. Engineers Joint Council, New York, New York. Thrice yearly.

Learning Resources is a cross-indexed compilation of essential information about short courses, seminars, conferences, workshops and other educational activities through which engineers, educators, scientists and managers may enhance their professional competence. It is published thrice yearly by Engineeers Joint Council, 345 East 47th Street, New York, New York 10017. Single copies $15.00; yearly subscriptions in United States and Canada $30.00; all other countries $31.00.

INTERAGENCY TRAINING PROGRAMS BULLETIN, 1968-1969. U.S.Civil Service Commission, Washington, D.C., Bureau of Training. EDRS Order Number ED 023 053, price in microfiche $1.25. Hard copy available from Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402, Order No. 1968 0-294-886. 1968. 294p.

A bulletin listing training available for interagency use is published annually by the Civil Service Commission. Information includes names of agencies offering interagency programs, general course descriptions, enrollment requirements, enrollment fees, addresses of office offering course and training site, dates and length of courses, and a place to call or write for more information. A wide variety of courses is offered, covering executive management, supervision, financial management, management analysis, personnel management, communications, office skills and practices, office skills and administration, supply management, specialized agency programs, and health and safety services. A calendar of interagency training programs and an index of courses by agency are included.

DEFENSE MANAGEMENT EDUCATION AND TRAINING. U.S.Department of Defense, Washington, D.C. Report No. DoD 5010.16-C. 1 October 1968. 125p. Available from U. S. Government Printing Office, Washington, D. C. Order Number 0-318-442.

The Defense Management Education and Training Catalog provides quidance to military and civilian personnel. It contains general information, a cross index of courses by topic and school, school information, course descriptions, special information (e.g. nonresident instruction, proposed schedules for 1969-70), training support, and requirements for enrollment. The courses cover applied mathematics and statistics, automatic data processing, logistics, general management, industrial management, maintenance, production, supply, traffic, program evaluation and review technique (PERT), preservation and packing, procurement, systems development, property disposal, security administration, and value engineering.

A CONSPECTUS OF MANAGEMENT COURSES. British Institute of Management, London, (England). January 1968. 308p. Available from British Institute of Management,

Management House, 80 Fetter Lane, London E.C.4, England, price 63s. Seventh Edition.

This catalog of management courses lists only Diploma in Management Studies available in the British Isles at business schools, universities, colleges of technology, commerce, and further education, and selected independent colleges, management consultants centers, adult education colleges, professional institutions, and private organizations. The information is presented in three sections -- (1) reference grid pages, (2) institution pages, and (3) course descriptions, under the type of institution which gives them (universities, colleges, or independent centers), and includes titles, names and addresses of centers, duration, management level, qualification required, costs, and frequency. No undergraduate courses and only those of five days or longer are listed under the five categories of general management, functional management (finances, production, marketing, personnel, training), management techniques (automation, computers, management services), management skills (Communications, decision making, human relations), and background courses (mathematics, economics, sociology, psychology).
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